DOCUMENT RESUME

ED 212 886 CE 031 446

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TITLE ESL for Parents of School-Age Children. Special Project, 1980-1981.
INSTITUTION DuPage High School District 88, Villa Park, IL.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, D.C.
PUB DATE 81
NOTE 185p.; Some pages will not reproduce well due to light, broken print.

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Adult Basic Education; Adult Literacy; Communication Skills; *Communicative Competence (Languages); Community Health Services; Community Resources; Community Services; Continuing Education; *Conversational Language Courses; Course Content; *English (Second Language); *Functional Literacy; Language Skills; Learning Activities; Literacy Education; *Parents; *Parent School Relationship
IDENTIFIERS *DuPage High School District IL; *Limited English Speaking

ABSTRACT

This packet contains both teacher's guides and learners' materials for a course on English as a Second Language (ESL) for parents of schoolaged children. Developed for use in the DuPage High School District (Villa Park, Illinois), the materials can be used with adaptations by other continuing education programs. The packet contains 14 lessons. For each lesson, a teacher's guide provides performance objectives, grammatical structures to be taught, and lesson notes with information on things the teacher should know before teaching the lesson and activities to be used in teaching the lesson. Student materials for each lesson consist of model conversations, vocabulary, fill-in-the blanks class exercises, questions to be answered in sentences, yes/no exercises, drills, worksheets, and information sheets. Topics covered in the lessons are as follows: attendance and illness; lunch programs; calling the school; report cards; transportation, schedules, and clubs; who works in the schools; using the library; community activities for parents and children; school holidays; keeping in touch with the schools; your child's health; the DuPage County Health Department; telephone tapes; and things to do with children in DuPage County. The lessons are aimed at helping parents with limited English speaking skills to deal with their children's school and the community. (KC)

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ED212886

CONTINUING EDUCATION PROGRAM

DUPAGE HIGH SCHOOL DISTRICT 88

1250 South Ardmore Avenue
Villa Park, Illinois 60181

By

ELIZABETH A. WATSON, DIRECTOR

SPECIAL PROJECT

ESL FOR PARENTS OF SCHOOL-AGE CHILDREN

1980-1981

CE 031446

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SPECIAL 310 PROJECT

TABLE OF CONTENTS

Lesson 1 - ATTENDANCE AND ILLNESS

Lesson 2 - LUNCH PROGRAMS

Lesson 3 - CALLING THE SCHOOL AND REPORT CARDS

Lesson 4 - TRANSPORTATION, SCHEDULES & CLUBS

Lesson 5 - WHO WORKS IN THE SCHOOLS

Lesson 6 - USING THE LIBRARY

Lesson 7 - COMMUNITY ACTIVITIES FOR PARENTS & CHILDREN

Lesson 8 - SCHOOL HOLIDAYS

Lesson 9 - KEEPING IN TOUCH WITH THE SCHOOLS

Lesson 10 - YOUR CHILD'S HEALTH

Lesson 11 - THE DUPAGE COUNTY HEALTH DEPARTMENT

Lesson 12 - TELEPHONE TAPES

Lesson 13 - THINGS TO DO WITH YOUR CHILDREN IN DUPAGE COUNTY Part I

Lesson 14 - THINGS TO DO WITH YOUR CHILDREN IN DUPAGE COUNTY Part II

CED 31446

OBJECTIVES

1. The student will learn vocabulary for illnesses.
2. The student will be able to call the attendance office to report an absence.
3. The student will be able to write an absence note.
4. The student will be able to use selected idiomatic expressions.

GRAMMATICAL STRUCTURES

1. Pronouns (7 personal pronouns: I, he, she, it, we, you, they)
2. Present tense: be, statements, and questions
3. Present tense: have statements, negatives
4. Article and noun

LESSON NOTES

1. The teacher should model the first conversation before distributing the lessons to the students. After the conversation has been modeled, give students the lesson and instruct them to turn to page 2. Students should complete the cloze exercise before they hear the conversation a second time. Then present the conversation a second time. Students should be listening, not reading along with the teacher. Do the comprehension section next, orally or in written form. Finally, students should be instructed to turn to page 1 and repeat the lines of the conversation after the teacher. Time should then be given for pair practice. This same procedure should be followed for each conversation in every lesson. Move slowly and stress the rhythm and intonation of the language as well as the content of each lesson.

2. Introduce 7 personal pronouns and present tense forms of be, both positive and negative. Show students how the verb shifts position when asking questions: I am a teacher = Am I a teacher? Before assigning the written exercise do some oral practice. For example, use pictures from magazines to prompt statements, questions, and answers, or say the following:
   You are a parent. Are you a parent? Yes, I am (a parent).
   She is a mother. Is she a mother? Yes, she is (a mother).
   He is a father. Is he a mother? No, he isn't.
   Be sure to use all the pronouns and to give all the students opportunities to respond using both negative and positive answers.
   Assign Worksheet I (this may be done as a homework assignment).

3. Fever Information Sheet: Introduce the following vocabulary words before assigning the page for reading:

   respiratory tract
   rectal temperature/oral temperature
   elevated
   twitching
   shaking
   convulsions
   flushed
   excess
   fluid
   tepid

) Give examples or demonstrate when possible

Fever Information Sheet (continued)
Read the Fact Sheet orally while the students follow along silently. Then read it again, orally, but omitting every fifth word. Students should be able to supply the missing words. Instruct students to put papers aside because they are going to answer some true/false questions about what they have just read.

1. 98.6 is a normal temperature.
2. If you have a temperature of 101°, you are sick.
3. Take your child's temperature only if she says she doesn't fell good.
4. Oral temperatures are 1° higher than rectal temperatures.
5. Call your doctor if a fever lasts more than three days.
6. If a child has a fever, remove extra clothes.
7. Drink a lot of milk if you have a fever.
8. Give a child with a fever a sponge bath every 10 minutes.

4. Do substitution drills. Add any additional pertinent structures or vocabulary. Assign worksheet #2 (this could also be a homework assignment).

5. Practice making telephone calls to the school nurse to report an absence. Order teleprompter from the telephone company. Then have students copy the sample absence excuse.

6. Discussion. To prompt participation in a class discussion, ask some of the following questions:
   1. What do you do when your kids are sick?
   2. Do you have any "rules" for sick kids?
   3. Are your kids sick very often?
   4. How do you treat colds? . . . the flu? . . . upset stomach?

   Perhaps the teacher might want to bring in samples of remedies for illnesses, such as tylenol, aspirin, Pepto Bismol, Donogel, etc.

7. Conversation #2 can be given as an additional homework assignment for more advanced students.

ATTENDANCE AND ILLNESS

Conversation:

Mrs. Chang: It's 7:30. Get un.

Chan: I'm sick.

Mrs. Chang: What's wrong?

Chan: I'm hot. I can't go to school.

Mrs. Chang: Let me take your temperature. Oh, it's 103°. You'd better stay home today. (Mrs. Chang calls her daughter's school).

School: Hello. Addison Trail High School Attendance Office.

Mrs. Chang: My name is Mrs. Chang. My daughter is sick.

School: What's her name?

Mrs. Chang: Chan Chang.

School: What's wrong?

Mrs. Chang: She has a fever.

School: Thank you.

Mrs. Chang: Bye.

Pronounce these words:

it's	what's	what's	attendance
I'm	you'd (better)	temperature	fever

Cloze exercise:

Mrs. Chang: It's 7:30. _____ un.

Chan: I'm _____.

Mrs. Chang: _____ wrong?

Chan: _____ hot.

Mrs. Chang: Let _____ take your temperature. Oh, it's _____°. You'd better _____ home today. (Mrs. Chang calls her daughter's school).

School: Hello. Addison Trail High School Attendance Office.

Mrs. Chang: My _____ is Mrs. Chang. My daughter is _____.

School: _____ her name?

Mrs. Chang: Chan Chang.

School: What's wrong?

Mrs. Chang: _____ has a _____.

School: Thank you.

Mrs. Chang: _____.

Comprehension. Answer these questions in complete sentences:

1. What time is it?
2. What's wrong?
3. What does Mrs. Chang do first?
4. What does Mrs. Chang do next?
5. What does she say?

ATTENDANCE AND ILLNESS

Study these:

I	am	hot. sick.	I	am not	hot. sick.
It He/She	is	7:00. sick. late.	It He/She	is not	7:00. sick. late.
You We/They	are	sick. late. hot.	You We/They	are not	sick. late. hot.

Answer these questions. Give positive and negative answers.

1. Are they sick? Yes, they _____.
   No, they _____.

2. Is it 12:30? Yes, it _____.
   No, it _____.

3. Is she hot? Yes, she _____.
   No, she _____.

4. Is his name John? Yes, it _____.
   No, it _____.

5. Am I late? Yes, you _____.
   No, you _____.

Substitution Drill:

What's wrong? I have a _____ (headache, fever, cold, stomach ache, sore throat, the flu).

I have a cold.	I do not have a cold.
He/She has a headache.	He/She does not have a headache.
We / You / They have a stomach ache.	We / You / They do not have a stomach ache.

Answer these questions both positively and negatively. Use both short and long answers.

		(Long answer)	(Short answer)
Example:	Do you have a cold?	Yes, I have a cold. No, I do not have a cold.	Yes, I do. No, I don't.
1.	Does she have a fever?	Yes, she _____. No, she _____.	Yes, _____. No, _____.
2.	Do they have the flu?	Yes, she _____. No, she _____.	Yes, _____. No, _____.
3.	Do they have colds?	Yes, they _____. No, they _____.	Yes, _____. No, _____.
4.	Do we have headaches?	Yes, we _____. No, we _____.	Yes, _____. No, _____.
5.	Does he have a stomach ache?	Yes, he _____. No, he _____.	Yes, _____. No, _____.
6.	Do you have a fever?	Yes, I _____. No, I _____.	Yes, _____. No, _____.
7.	Do they have the flu?	Yes, they _____. No, they _____.	Yes, _____. No, _____.

WORKSHEET 1

SICKNESS

What's wrong?

I'm sick.

What's wrong?

I have a headache.

I have a sore throat.

I have an earache.

I have a stomach ache.

I have a cold.

I have a fever.

Fill in the blanks:

What's wrong?

1. My head hurts. I have a _____.
2. My stomach hurts. I have a _____.
3. My throat hurts. I have a _____.
4. My ear hurts. I have an _____.
5. My nose is running. I have a _____.
6. I am hot. I have a _____.

DuPage County Health Department

Care of Small Child with Fever

FACT SHEET

1. A fever is any body temperature which is above normal. Normal temperatures vary from person to person, but generally range from 97.7° F. to 99.5° F. Slight changes in body temperatures occur naturally, depending on time of the day and activity of the child, and should not be of concern. Temperatures of 101° and above, however, are generally due to illness.

2. The most common cause of fever in children is infection, usually of the respiratory tract.

3. You should check your child's temperature if you notice the following signs:

   - Skin is hot to the touch.
   - Skin is pale or unusually flushed.
   - Breathing is unusually fast or slow.
   - Signs of a cold such as coughing, sneezing or a running nose.
   - Your child says he or she isn't feeling well.

4. When you take your child's temperature remember that rectal temperatures are 1° higher than oral temperatures. The average normal oral temperature is 98.6° F. and the average normal rectal temperature is 99.6° F.

5. Discuss with your doctor what temperature he or she considers dangerously elevated and when you should call about an elevated temperature. In general, call your doctor if you notice any of the following:

   - A temperature above 101° for more than 24 hours.
   - A temperature of 103° or higher.
   - Any fever that lasts more than 3 days.
   - Any twitching, shaking or convulsions in conjunction with a fever.

6. Things you can do to lower elevated temperatures at home:

   - Keep your child cool. Remove excess clothing. A shirt and diaper are enough.
   - Increase fluid intake if child can tolerate juices, soft drinks or water. Avoid milk products.
   - Give sponge baths, using tepid water. Do not use alcohol or cold water. For best results give a sponge bath for about 10 minutes.

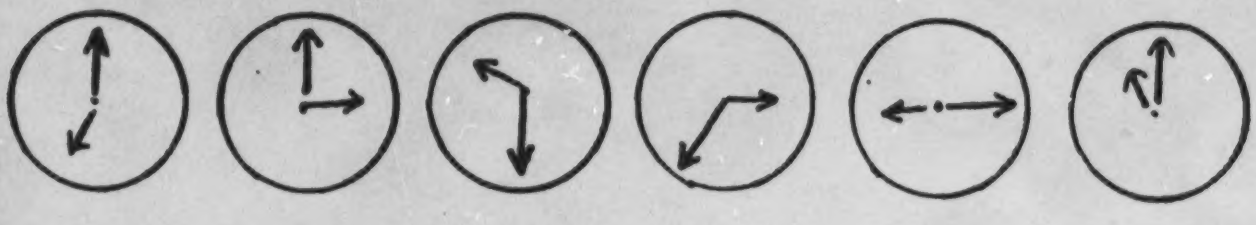
7. A child's temperature should be checked regularly (every 4-6 hours) while it is elevated and the child has signs of illness.

Rev. 12/80

111 North County Farm Road, Wheaton, Illinois 60187

DuPage County Health Department
FACT SHEET
Care of Small Child with Fever

Substitution Drill:



What time is it? It's time to _____.

eat
get up
get ready
get dressed
catch a bus
call school
shake a leg (hurry up)
go to school
get a move on (hurry up)
write a letter

You'd better _____.

stay home
go to school
get dressed
eat
get ready
catch a bus
leave
call school
write a letter
hurry (up)
move it

Respond to the following statements using a phrase from the substitution drills above.

1. I'm hungry. You'd better _____.
2. What time is it? It's time to _____.
3. I'm sick. I'd better _____.
4. I have to leave at 7:30. You'd better _____.
5. I can't drive you to school. You'd better _____.
6. I have a stomach ache. You'd better _____.
7. I need an excuse. I'd better _____.
8. I'm late. It's time to _____.

If your child is sick, what do you do?

Addison Trail
Call 543-4240 between 7:15 a.m. and 1:30 p.m.
Call everyday your child is sick.

Willowbrook
Call 530-1400, ext. 374 or 375 (Attendance Office)
Write an ansence note (excuse).

Copy this note. Use it when you write an excuse.

Date

Attendance Office:

Please excuse _____ from school
(first name/last name)

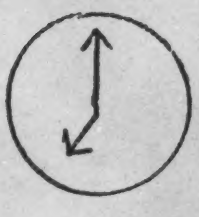
on _____. She/he was sick with _____
(date)

the flu
a cold
a fever
a headache
a sore throat
a stomach ache

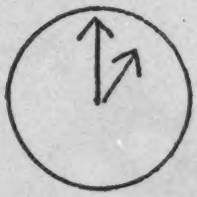
Thank you,

Mrs. _____
(your last name)

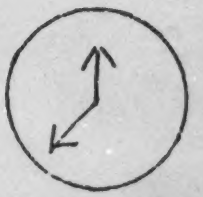
What time is it?



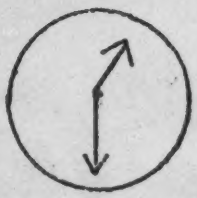
It's _____



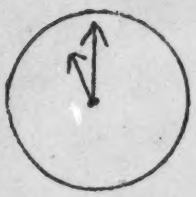
It's _____



It's _____



It's _____



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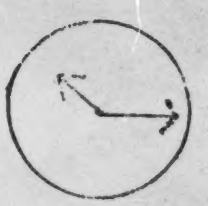

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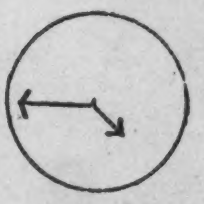
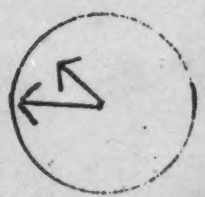


It's _____



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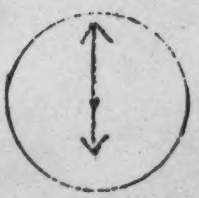


It's _____

(For more advanced students)

Parent: Hello. Give me the Guidance Office, please.

School: Guidance Office. May I help you?

Parent: Yes. My name is Mrs. Hernandez. My son has pneumonia. He can't go to school for one month. Can you send his school work home?

School: Certainly. His teachers can send his assignments to this office. Can you pick them up?

Parent: Yes. How about tomorrow at 3:30?

School: Fine. By the way, are you interested in homebound tutoring?

Parent: What's that?

School: A teacher can come to your house.

Parent: No, thanks. That isn't necessary.

School: Okay then. Goodbye.

Parent: Bye.

Comprehension - True/False: If the sentence is true, write T.
If the sentence is false, write F.

1. ____ Mrs. Hernandez is calling the Placement Office.
2. ____ Her son is ill.
3. ____ Her son cannot go to school.
4. ____ Her son cannot do his school work.
5. ____ The Guidance Office will send the son's work home.
6. ____ Mrs. Hernandez wants a homebound tutor for her son.

Fill in the blanks:

1. Mrs. Hernandez calls _____.
2. She asks for _____.
3. Her son has _____.
4. The school will send home his _____.
5. _____ can pick up the homework at 3:30.
6. _____ is a teacher who goes to a student's home.

Idiomatic Expressions

1. Pick up (Go to a place to get something or someone. Example: Pick up groceries, pick up friends)
   a. Pick up the assignments at the Guidance Office.
   b. Pick me up in front of the school.
2. How about? (Used to question. Would you like to do something?)
   a. How about a cup of coffee?
   b. How about calling the school?
3. By the way (Incidentally, an afterthought. Oh, I forgot).
   a. By the way, I like your car.
   b. By the way, call the Guidance Office.

Substitute the idiomatic expression for the words in parenthesis:

1. (Would you like) to talk to a counselor? _____
2. (I'll be waiting for you) in front of the school. _____
3. (Can you) tell me what assignments he missed? _____
4. (Incidentally), you must write an excuse for the Attendance Office. _____
5. (Would you like) to meet with your son's teachers? _____

Objectives:

a. The student will know how to apply for free or reduced lunches.
b. The student will practice asking and answering questions.
c. The student will learn the vocabulary associated with lunch application forms.
d. The student will be able to complete a lunch application form.

Grammatical Focus:

a. "How much" and "How many" followed by appropriate nouns.
b. Questions using what, how, and how much with the auxiliaries do, can, is, and does.
c. Syllabication
d. Speech reduction: What do you mean (Whaddyamean); I don't know (I donno); How do I (Howdoi) etc.

1. Present conversation #1 following the procedures detailed in Lesson 1. (Teacher models the conversation, students listen. Students do cloze exercise. Teacher models again. Students answer comprehension questions. Students practice conversations as groups and then with partners.)

2. Focus on vocabulary words listed after the conversations. Try to get the students to explain the meanings of the words and to give examples of each when appropriate. Review syllabication rules. Ask students to mark the syllable divisions for each word.

3. Class discussion: Ask students the questions listed below to get them talking to each other. Control the discussions by following the procedures below.

Questions

(1) What are some other expensive things today? Make a list of expensively, moderately, and inexpensively priced things.
(2) What do you send with your children to school for lunch? What do you prepare for lunch at home?
(3) What is a nutritious meal?
(4) What are some other things that can be purchased at reduced prices?
(5) Where can you buy things at reduced prices?

Procedures:

a. Divide class into pairs.
b. Pairs take turns asking and answering questions. Allow 3-5 minutes for each question. Announce times, tell students when to go on to the next question.
c. Meet as a whole class again and ask the "pairs" about their answers.
d. Put student answers on the blackboard.

4. Lunch application form: Before the students complete the form, review number pronunciation by giving a number dictation:

   (a) $392.43 (b) $49.25 (c) $4,554.39 (d) 7,692.11

   (e) 38,941.23 (f) 8,247.00 (g) 15,394.00 (h) 26,950

   (i) $598.99 (j) 17,844.22. Some oral practice of the numbers which appear on the forms would also be appropriate.

5. Conversation #2: Follow same procedures as for Conversation #1. The vocabulary assignment should be done in class and then discussed. Additional work in the form of sentences to write may be assigned. Derivations of the vocabulary words may be of interest to advanced students.

6. Dialogues: Each student should complete the dialogues individually. Then pairs of students can practice their dialogues while the teacher walks around the room listening to the students.

7. Dictation: The following sentences contain vocabulary from the two conversations and the lunch application form.

   (a) Children should eat nutritious lunches.
   (b) Are you eligible for a free lunch?
   (c) The guardian should fill out an application.
   (d) Nobody gets a break these days.
   (e) At least we aren't discriminated against.

8. Asking questions: Introduce this section by first reviewing the position of auxiliaries in asking questions. Present some problem statements which can be responded to by using the questions listed.

9. How much/How many: Additional practice. Remind students that how much is used with mass or non-count nouns, and that how many is used with count nouns.

10. Two word verbs: The following two word verbs are used in the two conversations:

hate to	apply for
depends on	turn down
find out	look at
fell out	

Additional oral practice may be necessary before students complete the written assignments. For example:

Say, (a) I hate to diet or I hate to cook.
Ask students what they hate to do.

(b) What kinds of things do people apply for?
(credit cards, loans, mortgages, library cards, jobs)

(c) What are you doing on Saturday?
That depends on: the weather
my husband

(d) What are some things you've turned down lately?
I turned down a job. I turned down a dinner invitation.

CONTINUING EDUCATION PROGRAM

DUPAGE HIGH SCHOOL DISTRICT 88

1250 South Ardmore Avenue
Villa Park, Illinois 60181

ELIZABETH A. WATSON, DIRECTOR

SPECIAL PROJECT

ESL FOR PARENTS OF SCHOOL-AGE CHILDREN

1980-1981

LESSON 2

LUNCH PROGRAMS

CONVERSATION #1

Mrs. Wong: Everything is so expensive these days.

Mrs. Perez: Yeah, I hate to even go grocery shopping anymore.

Mrs. Wong: Well, at least the kids get a break on their lunches.

Mrs. Perez: What do you mean?

Mrs. Wong: A nutritious lunch only costs about 20 cents at the high school.

Mrs. Perez: No, it doesn't. It costs 85 cents.

Mrs. Wong: Not if you're eligible for the reduced price.

Mrs. Perez: Oh, that's only for poor people.

Mrs. Wong: No, it isn't. The price depends on your family size and income.

Mrs. Perez: How can I find out if I am eligible?

Mrs. Wong: Just fill out an application form.

Vocabulary

Pronounce these words after your teacher says them:

nutritious
gross income
eligible
reduced price
confidential
guardian
hardship
discriminated
hearing
ADC
wages
qualify
get a break

CLOZE:

Mrs. Wong: Everything is so expensive _____ days.

Mrs. Perez: Yeah, I hate _____ even go grocery shopping _____.

Mrs. Wong: Well, at least the _____ get a break on _____ lunches.

Mrs. Perez: What do you _____?

Mrs. Wong: A nutritious lunch only _____ about 20 cents at the _____ _____.

Mrs. Perez: No, it doesn't. It _____ 85 cents.

Mrs. Wong: Not if you're _____ for the reduced price.

Mrs. Perez: ___, that's only for poor _____.

Mrs. Wong: No, it isn't. _____ price depends on your _____ size and income.

Mrs. Perez: How _____ I find out if ___ am eligible?

Mrs. Wong: Just fill _____ an application form.

ANSWER THESE QUESTIONS USING SHORT ANSWERS:

1. What is expensive?
2. Where do the kids eat lunch?
3. How much does a nutritious lunch usually cost?
4. What is the reduced price for lunch?
5. How do you get the reduced price?

CONFIDENTIAL! Read the following:

FREE LUNCHES		REDUCED PRICE LUNCHES	
Family Size	Annual Family Income	Family Size	Annual Family Income
1	$ 5,230	1	$ 8,150
2	6,900	2	10,760
3	8,580	3	13,380
4	10,250	4	15,990
5	11,930	5	18,600
6	13,600	6	21,220
7	15,280	7	23,830
8	16,950	8	26,440

1. Are your children eligible for a free lunch or a reduced price lunch?
2. How many people are in your family?
3. What is your annual income? (This is confidential; you do not need to tell anyone).
4. Practice filling out the application form on the following page even if you do not qualify.

APPLICATION FORM

PARENTS: To apply for free meals, free milk, or reduced price meals for your children, complete this form and return it to the school office.

Names and Grades of children for whom application is made:

Name of Parent or Guardian:

Address of Parent or Guardian:

_____ Total Number in Family

Total Family Income Before Deductions

List in Order (Fill in one)	Yearly	Monthly	Weekly
ADC			
Pensions			
Social Security			
Wages			
Other			
Total			

All of the above is Family Income and must be declared. ADC does not automatically qualify your children for free or reduced price lunches.

If your gross family income exceeds the amount indicated in the attached family income scale and you wish to apply under any of the special hardship conditions cited in the attached letter, please complete this application form and also describe the nature and dollar amount of your hardship here:

(over)

In certain cases foster children are eligible for free or reduced priced lunches regardless of your family income.

☐ Check here if you have foster children living with you and wish to apply for free or reduced price lunches for them.

$_____ State the amount provided annually to you for the care of foster child

I hereby certify that all of the above information is true and correct to the best of my knowledge. This application is being made in connection with the receipt of federal funds. School officials may for cause verify information on this application. Deliberate misrepresentation of information may subject the applicant to prosecution under applicable state and federal criminal statutes.

Date Signature of Adult Family Member

- FOR SCHOOL USE ONLY -

☐ Approved Free ☐ Approved Reduced ☐ Denied Reason for denial: _____

Your application for free and reduced price meals and free milk has been:

☐ Approved for free meals and free milk.

☐ Approved for reduced price meals at _____ cents for lunch.

☐ Denied for the following reason(s): _____

Date Signature of School Official

COMMUNITY HIGH SCHOOL DISTRICT NUMBER 88
1250 South Ardmore Avenue
Villa Park, Illinois

July 25, 1980

Re: Free Lunch Program

Dear Parent or Guardian:

The Willowbrook and Addison Trail High Schools serve nutritious meals every school day. Students may buy lunch for eighty five cents (85¢) and extra milk for seven cents (7¢). Children from families whose gross income is at or below the levels shown on the scale on the reverse side of this letter are eligible for free milk and free meals or for reduced price meals at twenty cents (20¢) for lunch. An extra one-half pint of free milk is available to those who are eligible for free meals. If your income is greater than those shown but you have unusually high medical bills, shelter costs in excess of 30 percent of your income, special education expenses due to the mental or physical condition of a child, or disaster or casualty losses, your children may still be eligible.

To apply at any time during the year for free meals and free milk, or reduced price meals for your children, complete the attached application and return it to the school. Within 10 days of receiving your application, the school will let you know whether or not your children are eligible. If you do not agree with the school's decision, you have a right to a fair hearing. Under the provisions of the policy, Mr. Eric Roy, Assistant Principal, Willowbrook High School, and Mr. Donald Layne, Assistant Principal, Addison Trail High School, will review applications and determine eligibility. If a parent is dissatisfied with the ruling of the official, he may request, either orally or in writing to Mr. V.A. Jones, Assistant Superintendent of Educational Services, 1250 South Ardmore Avenue, Villa Park, Illinois, telephone number 530-1400, extension 318, for a hearing to appeal the decision. The policy contains an outline of the hearing procedure. Each school and the District Business Office has a copy of the complete policy which may be reviewed by any interested party.

The information you give on the application is confidential and will be used only for the purpose of determining eligibility for free meals and milk or reduced price meals. In certain cases, foster children are also eligible for these benefits. If you have foster children living with you and wish to apply for such meals and milk for them, please notify us or indicate it on the application. (See reverse side of letter for eligibility scale.)

In the operation of child feeding programs, no child will be discriminated against because of race, sex, color, or national origin.

If there is a change in your family's income due to reasons such as unemployment or if there is a change in your family's size, please contact us. This change may make your children eligible for reduced price meals, or for additional benefits such as free meals and milk.

If we can be of any further assistance, please contact us.

Yours very truly,

Robert M. Lopatka

Robert M. Lopatka
Assistant Superintendent
for Business

ILLINOIS FAMILY INCOME GUIDELINES FOR REDUCED PRICE, FREE MEALS AND MILK
July 1, 1980 - June 30, 1981

Family Size	Free Meals and Milk	Reduced Price Meals
1	$5,230	$8,150
2	6,900	10,760
3	8,580	13,380
4	10,250	15,990
5	11,930	18,600
6	13,600	21,220
7	15,280	23,830
8	16,950	26,440
Each Additional Family Member	1,680	2,610

CONVERSATION #2

Mrs. Perez: Some help you are.

Mrs. Wong: What do you mean?

Mrs. Perez: Well, I applied for free lunches for my kids and I was turned down.

Mrs. Wong: Why?

Mrs. Perez: I don't know.

Mrs. Wong: So what are you doing to do about it?

Mrs. Perez: Nothing. What can I do?

Mrs. Wong: You have a right to a fair hearing.

Mrs. Perez: What's that?

Mrs. Wong: You ask the school to look at your application again. You go and explain your situation.

Mrs. Perez: How do I do that?

Mrs. Wong: Look at the Parent Handbook. It gives the name and address of the person to call.

CONVERSATION #2 - CLOZE

Mrs. Perez: Some _____ you are.

Mrs. Wong: What do you _____?

Mrs. Perez: Well, I _____ for free lunches _____ my kids and I was _____ down.

Mrs. Wong: Why?

Mrs. Perez: I don't _____.

Mrs. Wong: So _____ are you going to _____ about it?

Mrs. Perez: Nothing. What _____ I do?

Mrs. Wong: You have a _____ to a fair hearing.

Mrs. Perez: What's _____?

Mrs. Wong: You ask the _____ to look at your _____ again. You go and _____ your situation.

Mrs. Perez: How do I _____ that?

Mrs. Wong: Look at the _____ Handbook. It gives the _____ and address of the _____ to call.

COMPREHENSION QUESTIONS = Answer true or false.

1. _____ Mrs. Perez thanks Mrs. Wong for the help she has given her.
2. _____ Mrs. Perez applied for free lunches for her kids.
3. _____ Mrs. Wong's request for free lunches was turned down.
4. _____ Mrs. Perez went to a hearing.
5. _____ Mrs. Wong tells Mrs. Perez to look at the Parent Handbook.

VOCABULARY: Write the letter of the word that is similar in meaning to the underlined word.

_____ 1.	reduced price	a) lower price	b) higher price
_____ 2.	qualify	a) eligible	b) ineligible
_____ 3.	gross income	a) income before deductions b) income after deductions	b) income
_____ 4.	nutritious	a) well balanced	b) imbalanced
_____ 5.	confidential	a) private information b) public information	
_____ 6.	a hardship	a) a rowboat	b) a difficulty
_____ 7.	turned down	a) refused	b) flipped over
_____ 8.	wages	a) fees	b) salary
_____ 9.	get a break	a) get a discount	b) get time off
_____ 10.	at least	a) at the minimum	b) finally
_____ 11.	ADC	a) Aid to Displaced Citizens b) Aid to Dependent Children	

CONVERSATION #2 - Follow up - Complete and practice with a partner.

Controlled Dialogue:

A: Working people never get a break.

B: What do you mean?

A: Everything is so expensive today.

B: _____

Semicontrolled Dialogue:

A: The school bus has been late everyday this week.

B: So what are you going to do about it?

A: _____

B: _____

A: Some help you are.

B: _____

A: _____

B: _____

Free Dialogue: A:

B:

A: How do I do that?

B:

ASKING QUESTIONS - Use these questions to complete the dialogues below.

	Auxiliary		
What	do	you	mean?
What	can	I	do?
What	is	that?	
How	do	I	do that?
How	can	I	find out?
How much	does	it	cost?

Example: A. The park district has a tot recreation program.
B. How much does it cost?

1. A. The school offers a reduced lunch program.
B.

2. A. Your children don't eat their lunches.
B.

3. A. I want you to join the Parent Teacher Association.
B.

4. A. You should join Athletic Boosters.
B.

5. A. I think you kids could take the bus.
B.

6. A. I think the school needs some teacher aides.
B.

How much/How many - Read and answer the questions:

Mr. D'Amico works ten hours a day. He starts work at 7:00 a.m. He gets up at 6:00 a.m. He takes a shower and gets dressed in twenty minutes. His wife makes his breakfast and lunch. He leaves the house at 6:45 a.m. It takes ten minutes to drive to work.

1. How many hours does Mr. D'Amico work? _____
2. How much time does it take to take a shower and get dressed? _____
3. How many minutes does it take to drive to work? _____
4. How much time does Mr. D'Amico have before work starts? _____

Carmen D'Amico gets up at 7:00 a.m. She goes to Willowbrook High School and starts school at 8:00 a.m. It takes Carmen 20 minutes to walk to school. Today she oversleeps. When she finally gets to school she is tardy to her first class by 15 minutes.

1. How many minutes does it take Carmen to walk to school? _____
2. How much time does she have to get ready for school? _____
3. How many minutes is she late to her first class? _____

Ask a friend these questions:

1. How many children are in your family? _____
2. How many children in your family go to school? _____
3. How many miles do you drive to work? _____
4. How much time does it take you to get to work? _____
5. How much time do you get for lunch? _____
6. How many breaks do you get at work? _____
7. How many hours do you work a day? _____

TWO WORD VERBS: Two word verbs are actually verbs that are followed by prepositions such as hate to, depends on, find out, fill out, apply for, turn down, and look at.

Complete each statement by filling in the blanks with a two word verb.

1. Please _____ _____ this job application form in ink.
2. If you are on a diet _____ _____ dessert.
3. I must _____ _____ a new driver's license before my birthday.
4. Open your eyes and _____ _____ me.
5. What did you _____ _____ about the job?
6. Some days I _____ _____ get out of bed.
7. The cost of a new car _____ _____ which salesman you talk to.

SYNONYMS: Some of the two word verbs above have one word synonyms. Match the two word verb with a one word synonym.

1. turn down	_____	a.	complete
2. find out	_____	b.	watch
3. fill out	_____	c.	discover
4. look at	_____	d.	despise
5. hate to	_____	e.	refuse

CONTINUING EDUCATION PROGRAM

DUPAGE HIGH SCHOOL DISTRICT 88

1250 South Ardmore Avenue
Villa Park, Illinois 60181

ELIZABETH A. WATSON, DIRECTOR

SPECIAL PROJECT

ESL FOR PARENTS OF SCHOOL-AGE CHILDREN

1980-1981

LESSON 3

CALLING THE SCHOOL

CONVERSATION #1

Mr. Shigata: Any mail for me today?

Mrs. Shigata: Yes, a letter from the school.

Mr. Shigata: Did you open it?

Mrs. Shigata: No, I left it for you. What is it?

Mr. Shigata: (Opens the letter). We're supposed to call Takemi's math teacher.

Mrs. Shigata: What about?

Mr. Shigata: He's not turning in his assignments on time.

Mrs. Shigata: Are you going to call?

Mr. Shigata: No, you do it.

CLOZE - CONVERSATION #1

Mr. Shigata: Any mail for me _____?

Mrs. Shigata: Yes, a letter from _____ school.

Mr. Shigata: Did you open _____?

Mrs. Shigata: No, I left it _____ you.

Mr. Shigata: (Opens the letter). We're _____ to call Takemi's math _____.

Mrs. Shigata: What about?

Mr. Shigata: He's not _____ in his assignments on _____.

Mrs. Shigata: Are you going to _____?

Mr. Shigata: No, you do it.

COMPREHENSION: Answer the following questions. Use short answers.

1. Who is talking in the first conversation?
2. Is there any mail?
3. What kind of mail is it?
4. Who is the letter from?
5. What is the letter about?
6. Who is going to call?

ANSWER THESE QUESTIONS IN COMPLETE SENTENCES:

1. Do you get mail everyday? _____
2. What kind of mail do you get? _____
3. Who opens the mail at your house? _____
4. Do you get letters from your child's school? _____
   _____
5. Do you ever call your child's school? _____

CONVERSATION #2

Switchboard: Hello, District 88. May I help you?

Mrs. Shigata: Yes, I'd like to be connected to the Math Department at Willowbrook.

Secretary: Hello, Math Department. May I help you?

Mrs. Shigata: Yes, I'd like to speak to Mrs. Jones.

Secretary: Who's calling, please?

Mrs. Shigata: Mrs. Shigata.

Secretary: Let me see if Mrs. Jones is available.

Mrs. Jones: Hello, Mrs. Jones speaking.

Mrs. Shigata: Mrs. Jones, this is Takemi Shigata's mother. I'm calling about the special report you sent home.

Mrs. Jones: Well, Takemi does not turn his homework in on time.

Mrs. Shigata: How long has this been going on?

Mrs. Jones: Since the beginning of school.

Mrs. Shigata: Why haven't you called sooner?

Mrs. Jones: Well, he does good work, but he always turns his work in after it is due.

Mrs. Shigata: What can I do?

Mrs. Jones: Remind him to do his homework.

Mrs. Shigata: I do, What else?

Mrs. Jones: Call me back in about a week to see how he's doing. It was nice to talk to you.

Mrs. Shigata: Okay. Goodbye.

Mrs. Jones: Goodbye.

CLOZE - CONVERSATION #2

Switchboard: Hello, District 88. May I _____ you?

Mrs. Shigata: Yes, I'd like _____ be connected to the _____ _____ at Willowbrook.

Secretary: Hello, Math Department. _____ I help you?

Mrs. Shigata: Yes, _____ like to speak to _____ _____.

Secretary: Who's calling, please?

Mrs. Shigata: Mrs. Shigata.

Secretary: _____ me see if Mrs. Jones ____ available.

Mrs. Jones: Hello. Mrs. Jones speaking.

Mrs. Shigata: _____ _____, this is Takemi Shigata's mother. I'm calling about the special _____ you sent home.

Mrs. Jones: Well, _____ does not turn his _____ in on time.

Mrs. Shigata: How _____ has this been going ____?

Mrs. Jones: Since the beginning of _____.

Mrs. Shigata: Why haven't you called _____?

Mrs. Jones: Well, he does good _____, but he always turns _____ work in after it ____ due.

Mrs. Shigata: What can I ____?

Mrs. Jones: Remind him to do _____ homework.

Mrs. Shigata: I do. What _____?

Mrs. Jones: Call me back in _____ a week to see _____ he's doing. It was _____ to talk to you.

Mrs. Shigata: _____. Goodbye.

Mrs. Jones: Goodbye.

COMPREHENSION: Answer the following questions using short answers.

1. Who is on the phone?

2. What department is called?

3. Who calls?

4. Why does she call?

5. What is the problem?

6. How long has there been a problem?

7. What is the solution to the problem?

POSSESSIVES AND CONTRACTIONS WORKSHEET

POSSESSIVES:

(1) An apostrophe s ('s) shows ownership or belonging.
(2) Add apostrophe s ('s) if a noun does not end in s.
Add s apostrophe (s') if a noun ends in s.
(3) Only nouns can be made possessives with apostrophe s ('s).
Example: Takemi Shigata's mother = the mother of Takemi Shigata.

Complete the following sentences using possessives.

1. Mrs. Shigata calls _____ Math Department.
2. _____ teacher is Mrs. Jones.
3. Mrs. Shigata is ___ _____ wife.
4. Teaching is _____ _____ job.

CONTRACTIONS: Contractions are shortened noun + verb or verb + not combinations. The apostrophe (') shows that letters have been eliminated. The apostrophe (') does not show ownership or possession.
Important Note: If a word is contracted, pronounce it as a contraction. Say I'm, not I am.

These are the contractions used in Conversations #1 and #2. Write out the complete words for each. Example: I'm = I am.

1. We're ____ _____
2. He's ____ ____
3. I'd ___ _____
4. haven't _____ ____

List some other examples of contractions in English:

1. _____ = _____
2. _____ = _____
3. _____ = _____
4. _____ = _____
5. _____ = _____

INFINITIVES: Read the following lines from Conversation #2.

1. I'd like to be connected to the Math Department.
2. I'd like to speak to Mrs. Jones.
3. Remind him to do his homework.
4. It was nice to talk to you.

Note: An infinitive is really two words, to + the plain form of the verb. The two words work as a unit. This unit is used in noun positions in sentences.

Complete the following statements using infinitives.

1. I'd like _____ for dinner tonight.
2. They'd prefer _____ shopping tomorrow.
3. She'd like _____ after school today.
4. It was nice _____ them.
5. Remind me _____ today.
6. I want _____.
8. You'd prefer _____.

REPORT CARD — ADDISON TRAIL HIGH SCHOOL — EX. = EXAMINATION

STUDENT NAME	CLASS	STUDENT NO.	HOME ROOM	ACADEMIC RECORD FOR 4	CREDITS TO DATE
DOE, JANE ANN	80	03232		1979 1980	34.50

CODE	1	2 SEMESTER ABSENCES	1	2	EX.	1 SEM	3	4	EX.	2 SEM	
720	BUS PSYCH	TAG 04					A	A		A	1.00
716	ADV TYPING	DMC 03					A	B		A	1.00
176	SP SOC 12-P	CFM 08	B	B	C	B					.00
131	BASIC COMM	FJH 07	B	B	C	B					.00
730	BUSINESS LAW	DMC 00	C	B		B					.00
950	STUDENT ASST	MXH 00				S				S	.50
175	SP SOC 12-F	WMP 03					B	C		C	1.00
910	PE 12	NZO 06	B	A		B	A	A		A	.50
											39.50 5

ADDISON TRAIL

Mr. & Mrs. John Doe
1234 Main Street
Addison, IL 60101

A - SUPERIOR
B - ABOVE AVERAGE
C - AVERAGE
D - JUST PASSING
E - CREDIT RECEIVED
P - PASSING
F - NOT PASSING
I - INCOMPLETE
S - SATISFACTORY CREDIT REC'D
N - NO CREDIT REC'D
W - WITHDRAWN
M - MEDICAL EXCUSE
U - UNSATISFACTORY

STUDY THE REPORT CARD ABOVE.

ANSWER THE FOLLOWING QUESTIONS:

1. What does P.E. 12 mean?

2. What does TAG stand for?

3. How many times was the student absent from Advanced Typing?

4. What was the final grade for Business Law?

5. How many credits does this student have at the end of the year?

6. Is this student ready to graduate?

ADDISON TRAIL HIGH SCHOOL ☐ Fr. ☐ Soph. ☐ Jr. ☐ Sr.
213 N. Lombard Road
Addison, Illinois 60101
530-1400

_____ _____ _____
Student *Class* *Date*

AREAS FOR COMMENDATION	*AREAS FOR IMPROVEMENT*
1. ☐ Positive Attitude	7. ☐ Poor Attitude
2. ☐ Is well motivated	8. ☐ Does not seek or respond to offers for additional help
3 ☐ Is conscientious	9. ☐ Excessive absence and/or tardiness
4 ☐ Works well with others	10 ☐ Failure on tests
5. ☐ Exhibits commendable class participation	11. ☐ Lack of adequate daily preparation
6. ☐ Exhibits desirable leadership qualities	12 ☐ Failure to complete work fully and on time

Present Grade _____

REMARKS _____

_____

_____

_____

___ Please contact me at 530-1400 Ext. ___ during my conference period, from _____ to _____

_____
Teacher

White to Parents Pink to Teacher Yellow to Counselor

WHAT AREAS WOULD BE CHECKED FOR THE FOLLOWING SITUATIONS? WRITE THE NUMBER.

_____ 1. Cooperates with other students.

_____ 2. Doesn't care about school work.

_____ 3. Doesn't do homework.

_____ 4. Completes class work carefully.

_____ 5. Late to class

_____ 6. Turns in assignments after due dates.

_____ 7. Takes part in class discussions.

_____ 8. Likes to do well on tests.

EXPRESSIONS TO LEARN:

What about? May I help you? What else?

How long has this been going on?

MEANINGS:

1. What about is used to question the subject or content of something such as a conversation or a letter.

   A. My sister called. B. What about?
   A. I got a letter from the government. B. What about?

2. May I help you is asked frequently by people on the phone or in stores and offices.

   A. May I help you? B. Yes, I want to see Mr. Sturm.
   A. May I help you? B. I want to talk to Mrs. Jones.
   A. May I help you? B. Yes, I want to buy a dress in a size 10.

3. How long has this been going on? means the same thing as how long has this been happening?

   A. Your daughter has not been going her homework.
   B. How long has this been going on?

   A. Your son does not go to his classes.
   B. How long has this been going on?

4. What else? means the same thing as, Is there any more?

   A. Stop at the store to pick up some milk. B. What else?
   A. What did you do today? B. Went to school. A. What else?

COMPLETE THE FOLLOWING DIALOGUES WITH A PARTNER. PRACTICE THEM TO DO FOR THE REST OF THE CLASS.

#1. A: May I help you?
B:

A. Who's calling, please?
B:

COMPLETE THE FOLLOWING DIALOGUES WITH A PARTNER. PRACTICE THEM TO DO FOR THE REST OF THE CLASS:

#2. A:

B: How long has this been going on?

A:

B: What should I do?

#3. A:

B: What about?

A:

B: Yes, I can help you.

#4. A: What should I do?

B:

A: What else?

B:

LISTENING EXERCISE: Listen to the sentences which your teacher reads. Circle letter A if the expression is the same as the one on the left. Circle letter B if it is different.

	A.	B.
1. May I help you?		
2. What else?	A.	B.
3. What about?	A.	B.
4. How long has this been going on?	A.	B.
5. What about?	A.	B.
6. May I help you?	A.	B.
7. How long has this been going on?	A.	B.
8. What else?	A.	B.

CALLING THE SCHOOL

WORKSHEET

What's this?

What is it?

What are these?

What are they?

Look at your teacher. Lister to her. She will ask you questions. Write your answers here.

Statements:

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Negatives:

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

Answers to tag questions:

1.

2.

3.

4.

5.

CALLING THE SCHOOL & REPORT CARDS

OBJECTIVES

1. The student will practice contacting teachers by telephone.
2. The student will be able to read and understand the abbreviations used on report cards.
3. The student will be able to understand the vocabulary used on the interim grade notice.

GRAMMATICAL FOCUS

1. Idiomatic expressions such as "what about", "what else", "how long has this been going on".
2. Wh - fronting
3. Possessives/Contractions
4. Infinitives
5. Negative answers
6. Tag questions
7. Minimal responses/Complete responses

1. Present conversations #1 and #2 following the procedures detailed in Lesson 1. More advanced students might be asked to rewrite Conversation #1 so that the meaning is the same but different words are used. For example: "Is there any mail for me today?" "Yes, there is a letter from the school." etc.

2. Possessives and contractions worksheet: Some oral practice using possessives should be done before assigning this page. Give each student something - a pen, checkbook, comb, keys, etc. Ask to whom each item belongs. Then write the names of the students with the items on the board. For example: Loi's book, Heli's pen, Nanaki's checkbook, etc.

   When practicing contractions, stress that if a word is contracted the student should pronounce it contracted. Say, "I'm", not "I am".

3. Infinitives: Again some oral practice is advisable before assigning this page as independent work.

4. Reading high school report cards: Many words are abbreviated. Make certain students understand the abbreviations. For additional practice reading and understanding abbreviations, give each student a want ad from the newspaper. Ask them to write the ads in complete words and sentences. Write the abbreviations on the board. Show students how some words are abbreviated by eliminating vowels (bdrm set) and others by eliminating the end of the word (C B radio).

5. The vocabulary on the interim report is quite difficult and may need a lot of explanation. Instead of students looking up the meanings of the words in their dictionaries, give examples that students can understand, such as: Eva is 5-10 minutes late to class every night. Yoko has been 10 minutes late only twice. See how many of the vocabulary words can be substituted by synonyms which are easier to understand.

6. Idiomatic expressions: After the oral and written practice using these expressions, students should complete the following listening exercise:

1.	May I help you?	A.	Do you want some help?
2.	What else?	A.	Anything more?
3.	What about?	B.	Why?
4.	How long has this been going on?	B.	What have you been doing?
5.	What about?	A.	What's the subject?
6.	May I help you?	B.	Can you help me?
7.	How long has this been going on?	A.	How long has this been happening?
8.	What else?	A.	Is there something else?

7. Page 12. The final worksheet is optional. Use this only if students need practice with these structures.

Using realia, ask questions orally after the vocabulary and structures have been drilled.

Listening - Ask questions while showing realia. Student writes answers on worksheet. Use any order you want.

What is this?	It's a _____.
What's this?	This is a _____.
What are these?	These are _____.
What are they?	They are (They're) _____.

Use these items: This is/It's . . . (a letter, a schedule, a textbook, a bus pass, a report card, a student I.D.)

It's an . . . (envelope, announcement, emergency card, overdue notice)

8. Role plays: Students should take turns calling teachers to ask about their children's progress. Make up some problem cards to get prople started. For example:

   a) The P.E. teacher called because your daughter refuses to take showers after gym class.

   b) The librarian says your son has five books that have been overdue for a month.

   Others:

TRANSPORTATION, SCHEDULES & CLUBS

OBJECTIVES

1. The student will become aware of school regulations concerning parking and bus transportation.
2. The student will become familiar with extra curricular activities for her children.

GRAMMATICAL FOCUS

1. have, want, would like, followed by infinitives
2. idiomatic expressions - pick up, drop off
3. prepositions - in front of, nearby, close to, about, at, in
4. either/or
5. subjunctive

1. Present conversations following procedures already established.

2. Using infinitives: Do this page orally. Point out that there is no infinitive after must.

3. Pages 5 and 6 provide additional practice with vocabulary and structures used in the conversations. Page 5 should be completed orally as a class and Page 6 individually in writing.

4. Conversation #3 should be presented in the same fashion as #1 and #2.

5. Preposition practice using about, in, at. Stress that about as used on Page 9 means approximately. If it is not too confusing for the students, you might discuss other uses of about after the exercises have been completed. (How about a cup of coffee? and The t.v. show is about a famous athlete.)

   Page 10 provides practice using at for specific times and in for a particular location. For example: At 9:00 a.m. Mary is in math class.

6. Page 11, which lists some of the clubs students can join at Addison Trail High School probably contains many new vocabulary words. Review syllabication rules and help students pronounce the unfamiliar words. The subjunctive (if I were) can be used without going into lengthy explanations of its use unless students request some.

CONTINUING EDUCATION PROGRAM

DUPAGE HIGH SCHOOL DISTRICT 88

1250 South Ardmore Avenue
Villa Park, Illinois 60181

ELIZABETH A. WATSON, DIRECTOR

SPECIAL PROJECT

ESL FOR PARENTS OF SCHOOL-AGE CHILDREN

1980-1981

LESSON 4

TRANSPORTATION, SCHEDULES & CLUBS

CONVERSATION #1:

TRAN: Mom, I want to drive to school this year.

MRS. THOM: You mean you want me to drive you to school and pick you up.

TRAN: No, I want to drive myself.

MRS. THOM: No.

TRAN: Why not?

MRS. THOM: You can take the bus.

TRAN: But I have to stay late sometimes.

MRS. THOM: You can take the late bus.

TRAN: Everyone else drives.

MRS. THOM: No, they don't. This year only people who have a hardship will be issued parking permits.

TRAN: Who says?

MRS. THOM: Mr. Weck, the Principal. Gas is too expensive to waste on unnecessary driving.

CONVERSATION #2 (PART I): (Addison Trail)

JOHN: Mom, can you pick me up after school today?

MRS. GONZ: Sure. Where should I go?

JOHN: Either on the east side of Lombard Road or the drive in front of the gym.

CONVERSATION #2 (PART II): (Willowbrook)

TIEN-TEH: Dad, can you drop me off at school today?

MR. SU: Sure. Tell me where to go.

TIEN-TEH: Use either the west or south drive and drop me off near the gym.

CLOZE - CONVERSATION #1:

TRAN: Mom, I want to _____ to school this year.

MRS. THOM: _____ mean you want me ____ drive you to school _____ pick you up.

TRAN: No, __ want to drive myself.

MRS. THOM: ___

TRAN: Why not?

MRS. THOM: You can _____ the bus.

TRAN: But I _____ to stay late sometimes.

MRS. THOM: _____ can take the late _____.

TRAN: Everyone else drives.

MRS. THOM: No, ____ don't. This year only _____ who have a hardship _____ be issued parking permits.

TRAN: _____ says?

MRS. THOM: Mr. Weck, the _____. Gas is too expensive ____ waste on unnecessary driving.

CONVERSATION #2 (PART I): (Addison Trail)

JOHN: Mom, can you pick ____ up after school today?

MRS. GONZ: _____. Where should I go?

JOHN: _____ on the east side ____ Lombard Road or the _____ in front of the _____.

CONVERSATION #2 (PART II): (Willowbrook)

TIEN-TEH: Dad, can you drop ____ off at school today?

MR. SU: _____. Tell me where to ____.

TIEN-TEH: Use either the west ____ south drive and drop ____ off near the gym.

CONVERSATION #1 - COMPREHENSION:

1. Who is speaking?
2. What is the problem?
3. What is the solution?
4. Who gets parking permits?
5. What is too expensive to waste?

CONVERSATION #2 (PART I): (Addison Trail)

1. Who are the speakers?
2. When should the student be picked up?
3. Where should Mom park?

(PART II): (Willowbrook)

1. Where should the student be dropped off?
2. Where should Dad park?

USING INFINITIVES - ANSWER THE FOLLOWING QUESTIONS:

similar < What do you want to do?
What would you like to do?

1. What do you want to do?

I want to drive.
I want to walk.
I want to ride the bus.

2. What does he want to do?

He wants to study.
He wants to borrow a book.
He wants to read.

3. What do they want to do?

They want to play football.
They want to dance.
They want to stay after school.

similar < What do you have to do?
What must you do?

4. What do you have to do?

I have to call the attendance office.
I have to drive the car.
I have to take the bus.
I have to call the principal.

5. What does she have to do?

She has to ride buses.
She has to drive cars.
She has to call teachers.
She has to walk home.

GO THROUGH THE DRILL AGAIN WITH A PARTNER SUBSTITUTING WOULD LIKE AFTER YOUR TEACHER MODELS IT.

ASK A PARTNER THESE QUESTIONS:

1. Where do your children go to school?
2. How do they get to school?
3. Do you ever drive them to school?
4. How did you get to school when you were a child?
5. Did you drive your children anywhere last week?

   Where?

6. Did you drive anywhere yesterday?

   Where?

EXPRESSIONS:

pick up, drop off, either/or, in front of, nearby/close to

Where should I pick you up?
(Where should I park the car so I can give you a ride?)
. . . in front of the gym
. . . near the gym
. . . close to the gym
. . . by the gym
. . . either in front of the gym on in the parking lot

Where should I drop you off?
(Where should I let you out of the car?)
. . . in front of the gym
. . . near the gym
. . . close to the gym
. . . by the gym
. . . either on Ardmore or Highridge Road

Where are you going? I'm going either to school or to work.
. . . either to the library or to the cafeteria.
. . . either to the gym or to the counselor's office.
. . . either to the football field or to the learning center.
. . . either to the tennis courts or to the track.
. . . either to my friend's house or to the library.
. . . either to the bus stop or to the parking lot.

USING THE EXPRESSIONS ON PAGE 5, ANSWER THE FOLLOWING QUESTIONS:

1. I'm out of milk. _____ ___ some milk at Dominicks.

2. Where did you park? I parked ___ _____ ___ the tennis courts.

3. Where are you eating? _____ at John's Pizza or McDonalds.

4. Where do you live? _____ ___ the library.

5. _____ me ___ near the Police Station.

6. Park _____ ___ the building.

CONVERSATION #3:

School Switchboard: Hello. District 88. May I help you?

Mrs. Malagon: Yes, I want to talk to the Dean at Addison Trail.

School Switchboard: Just a moment, please.

Dean's Secretary: Hello, Dean's Office. May I help you?

Mrs. Malagon: Yes. My son needs a parking permit.

Dean's Secretary: Is he handicapped?

Mrs. Malagon: No.

Dean's Secretary: Is he in the work-study program?

Mrs. Malagon: No.

Dean's Secretary: Does he work?

Mrs. Malagon: No.

Dean's Secretary: Is he in athletics?

Mrs. Malagon: No.

Dean's Secretary: I'm sorry. He'll have to take the bus or walk. How far away do you live from school.

Mrs. Malagon: About two miles.

Dean's Secretary: Okay. He can take the bus.

Mrs. Malagon: Thank you.

Dean's Secretary: That's quite all right. Goodbye.

CONVERSATION #3 - CLOZE:

School Switchboard: Hello. District 88. May I _____ you?

Mrs. Malagon: _____, I want to talk ____ the Dean at Addison Trail.

School Switchboard: Just a _____, please.

Dean's Secretary: Hello. Dean's Office. _____ I help you?

Mrs. Malagon: _____ son needs a parking _____.

Dean's Secretary: Is he handicapped?

Mrs. Malagon: No.

Dean's Secretary: ____ he in the work-study _____?

Mrs. Malagon: No.

Dean's Secretary: Does he work?

Mrs. Malagon: No.

Dean's Secretary: Is he in athletics?

Mrs. Malagon: No.

Dean's Secretary: I'm sorry. He'll have ____ take the bus or _____. How far away do _____ live from school?

Mrs. Malagon: About _____ miles.

Dean's Secretary: Okay. He can _____ the bus.

Mrs. Malagon: Thank you.

Dean's Secretary: _____ quite all right. Goodbye.

COMPREHENSION QUESTIONS:

1. Who is calling Addison Trail High School?
2. Why?
3. Who does she speak to first? Who does she speak to second?
4. What does her son need?
5. How far does her family live from school?
6. Does her son get a parking permit?
7. Why not?

PUT THE FOLLOWING SCRAMBLED SENTENCES IN THE CORRECT ORDER:

1. please moment a just. _____
2. in program study he the work is? _____
3. bus the or he'll to walk have take. _____
4. athletics in he is? _____
5. permit son a needs parking my. _____

ASK A PARTNER THESE QUESTIONS. Use the word about in your answers.
Example: I live about a block away. I live about a mile from here.
I live about 2½ miles away. I live about two blocks from you.

1. How far away do you live from school? _____
_____.
2. How far away do you live from Dominicks? _____
_____.
3. How far away do you live from work? _____
_____.
4. How far away do you live from the library? _____
_____.
5. How far away do you live from the Police Station? _____
_____.

MARY'S SCHEDULE

PERIOD	TIME	SUBJECT
1	8:00- 8:50	English
2	8:55- 9:45	General Math
3	9:50-10:40	Physical Education
4	10:45-11:35	Spanish
5	11:40-12:30	Lunch
6	12:35- 1:25	General Science
7	1:30- 2:20	Geography
8	2:25- 3:15	Art

LOOK AT MARY'S SCHEDULE. ANSWER THE FOLLOWING QUESTIONS USING THE WORD IN TO ANSWER. Example: She's in _____.

1. Where is Mary at 12:00? _____

2. Where is Mary at 9:50? _____

3. Where is Mary at 3:00? _____

4. Where is Mary at 9:00? _____

5. Where is Mary at 2:00? _____

ASK A PARTNER:

1. Where are you at 6:00 a.m.?
2. Where are you at 9:30 a.m.?
3. Where is your husband/wife at 12:30 p.m.?
4. Where are your children at 2:00 p.m.?
5. Where is your mother now?
6. Where is your brother/sister now?

LOOK AT THE LIST OF SOME OF THE CLUBS STUDENTS AT ADDISON TRAIL CAN JOIN:

Amateur Radio	Activity for those interested in short wave, etc.
Art Club	To offer art related social and service activities
Band Majorettes	To march with the band
Blazettes	To provide entertainment and school spirit
Biology Club	To explore topics based on student interest in all areas
Cheerleaders	To promote school spirit
Debate	To study and practice principles of debate
Distributive Education Clubs of America (D.E.C.A.)	To develop leadership and managerial skills
Future Business Leaders of America (F.B.L.A.)	To provide service and social activities and to develop leadership
Horticulture Club	To research projects in horticulture
Magic Club	To promote and encourage interest in magic
National Honor Society	To recognize and reward academic achievement
Office Occupations Club	To encourage participation in business
Orchesis	Dance, costume, choreography and stage
Photography Club	Activities for camera buffs
Thespians	To better acquaint student with dramatic arts
Varsity Club	To promote athletics within the school and community

ANSWER THESE QUESTIONS:

1. Which clubs do your children belong to? (Use the word in to answer).

   Example: My son is in Blazettes.
   My daughter is in Band Majorettes.

2. Which clubs would you belong to if you were in school?

   Answer like this: If I were in school I'd belong to _____.
   (or)
   If I were in school I'd be in _____.

3. Match the clubs with the following interests:

a. Band Majorettes	1. You like to develop pictures.
b. Biology Club	2. You like to act.
c. Debate	3. You like to dance.
d. Office Occupations Club	4. You like to bird watch.
e. Horticulture Club	5. You like to type.
f. Orchesis	6. You like to twirl a baton.
g. Photography Club	7. You have a "green thumb".
h. Thespians	8. You like to argue political issues.

DIVIDE THE WORDS BELOW INTO SYLLABLES TO HELP YOU PRONOUNCE THEM:

Amateur Radio _____

Band Majorettes _____

Biology Club _____

Cheerleaders _____

Debate _____

Magic Club _____

Orchesis _____

Photography Club _____

Thespians _____

Varsity Club _____

NOW COMPLETE THESE SENTENCES:

1. If I were interested in wildlife I'd be in _____.

2. If I were interested in developing pictures, I'd be in _____ _____.

3. If I were interested in modern dancing, I'd be in _____.

4. If I were interested in growing plants, I'd be in _____ _____.

5. If I were interested in marching I'd be in _____.

WHO WORKS IN THE SCHOOLS

OBJECTIVES

1. The student will learn who works in the schools.
2. The student will learn who to contact for particular school related problems.
3. The student will practice making telephone calls to school personnel.

GRAMMATICAL FOCUS

1. Wh - Fronting
2. Suffixes - ion, ist, er, ance, or, ies
3. Prepositions - of, in, at, to, for

LESSON NOTES

1. Present dialogues as in previous lessons. This unit has a lot of difficult vocabulary in the form of job titles. Spend some extra time on pronunciation. After the cloze and comprehension exercises and oral practice, give a short dictation of some of the sentences in the conversation. Also, you might consider providing some mixed up sentences to unscramble.

2. Prepositional Phrases: Extensive oral drill should be part of this unit. The work sheet can be a homework assignment. As a supplement, consider using the "Jazz Chant" by Carolyn Graham titled, "Meet Me in the Morning." The preposition cloze should be done with a partner. Students can also take turns reading it aloud.

3. Conversation #2: This may be presented one of two ways. You might want to write each line on a separate piece of paper and give one line to each student. Students should be able to pronounce all words in the sentences. Have them memorize their lines. Then the students can work together as a group to arrange the lines in the correct order. You should collect the papers so this is an oral, not a written, assignment.
Or, just follow the directions on the student work sheet. Complete this portion of the assignment with a dictation.

4. Suffixes: Bring in pictures of jobs people do. Try to find er, or, ist, ian endings. Drill with pictures before assigning the written material in the learning packet.

5. Plural Nouns: The focus is on changing Y to I when adding ES. Review noun plurals, focusing on irregulars. Perhaps some flash cards might be useful. This assignment could also be added to, possibly for homework.

6. The two worksheets listing phone extension numbers have difficult vocabulary. Practice pronunciation. Practice number reading. Play the number game with two and three digit numbers. Divide the class into two teams. Start out each team with a two or three digit number, say - 492. The first person must say a three digit number that begins with the last digit of the first number. For example: 291. If a person makes a mistake, he is out of the game. Do this until one person is left on each team, or do it as an entire class until only one person is left.

7. The dialogues on the final page of the unit should be done in class with a partner and practiced and performed for the whole group. Also, prepare a list of problems. Give groups of two a problem and have them role play a short dialogue.

8. Engage class in discussion of problems they've had, how they were handled, how American schools are different from schools in their countries, etc.

CONTINUING EDUCATION PROGRAM

DUPAGE HIGH SCHOOL DISTRICT 88

1250 South Ardmore Avenue
Villa Park, Illinois 60181

ELIZABETH A. WATSON, DIRECTOR

SPECIAL PROJECT

ESL FOR PARENTS OF SCHOOL-AGE CHILDREN

1980-1981

LESSON 5

WHO WORKS IN THE SCHOOLS?

CONVERSATION #1

Mrs. Ortiz: Are you going to the Board of Education meeting?

Mrs. Hung: No. What is the Board of Education?

Mrs. Ortiz: It sets the policies for the schools.

Mrs. Hung: Who is on the Board of Education?

Mrs. Ortiz: Taxpayers in the community.

Mrs. Hung: Oh. When does the Board of Education meet?

Mrs. Ortiz: The fourth Monday of each month.

Mrs. Hung: Where?

Mrs. Ortiz: At Willowbrook High School at 7:30 p.m.

Mrs. Hung: Who can go to the meetings?

Mrs. Ortiz: Anyone.

CLOZE:

Mrs. Ortiz: Are you going to _____ Board of Education meeting?

Mrs. Hung: ____. What is the Board ____ Education?

Mrs. Ortiz: It sets the _____ for the schools.

Mrs. Hung: Who ____ on the Board of _____?

Mrs. Ortiz: Taxpayers in the community.

Mrs. Hung: ____. When does the Board ____ Education meet?

Mrs. Ortiz: The fourth _____ of each month.

Mrs. Hung: Where?

Mrs. Ortiz: ____ Willowbrook High School at _____ p.m.

Mrs. Hung: Who can go to ____ meetings?

Mrs. Ortiz: Anyone.

ANSWER THESE QUESTIONS USING SHORT ANSWERS:

1. What is the Board of Education? _____
2. Who is on it? _____
3. When does it meet? _____
4. Where does it meet? _____
5. Who can attend? _____

PLURALS - When a noun ends in "y", change the "y" to "ie" and add "s" when you want to make the word a plural.
Example: activity - activities
policy - policy
community - communities

WRITE THE PLURAL FORMS OF THE FOLLOWING WORDS:

1. ability _____
2. emergency _____
3. quality _____
4. faculty _____
5. identity _____
6. security _____
7. diversity _____
8. responsibility _____

PREPOSITIONAL PHRASES

Commonly Used Prepositions

(Board of Education
(for the schools
(in the community
(of each month
(at 7:30 p.m.
(to the meetings

PREPOSITIONAL PHRASES BEGIN WITH A PREPOSITION AND END WITH A NOUN OR PRONOUN. THEY ADD INFORMATION TO A SENTENCE; HOWEVER THEY ARE EXTRA AND CAN BE TAKEN OUT OF THE SENTENCE WITHOUT CHANGING THE MEANING OF THE SENTENCE.

REREAD THE FIRST DIALOGUE WITHOUT THE PREPOSITIONAL PHRASES.

PREPOSITIONAL PHRASES ADD HELPFUL INFORMATION

ALTHOUGH THEY ARE NOT ESSENTIAL TO THE SENTENCE.

PREPOSITION	MEANING
at . . .	Used for places and time. Example: School starts at 8:00 a.m. School ends at 3:15 p.m. We are at Addison Trail High School.
for . . .	Used to show purpose. Example: The book is for math. The bill is for the brake job.
in . . .	Similar to inside, within. Used when something is confined to boundaries. Also used for months - in September, in May. Used for countries - Sue lives in the United States. Used for places - in the hospital, in school.
of . . .	Used sometimes to show ownership or belonging. Tells what kind. Example: Director of Activities Department of Business Sue gets paid the first of every month.
to . . .	Used in directions; similar to toward. Used with a number of verbs and in infinitives. Example: We are going to school. Go to Maple Street and turn right. We listened to records. We have to eat.

USE PREPOSITIONS TO COMPLETE THE FOLLOWING SENTENCES:

1. I live _____ Addison.
2. We want ____ learn English.
3. I stopped at the store ____ buy milk.
4. My daughter was born ____ July.
5. The Booster Club meeting starts ____ 8:00 p.m.
6. Give me a ride ____ school.
7. I need a tube ____ toothpaste.
8. My son brought shoes ____ gym class.
9. Mrs. Wong lives ____ the city of Villa Park.

PREPOSITION CLOZE. WITH A PARTNER, FILL IN THE PREPOSITIONS IN THIS PARAGRAPH.

Mrs. Choe just moved ____ Addison _____ Seoul, Korea. She lives _____ her husband and four children. Her three oldest children are ____ high school and her youngest is ____ elementary school. The three oldest children ride the bus ____ school, but the youngest one walks. Mrs. Choe likes ____ know the parents ____ her children's classmates. She and her husband belong ____ the Parent Teacher Organizations ____ both schools her children attend. Her children participate ____ music programs ____ school and ____ athletics through the park district. Everyone ____ the family has a library card and uses it ____ least two times a month. Mrs. Choe is very involved ____ her children's schools.

CONVERSATION #2 - The following conversation is scrambled. How many speakers are there?
Can you rearrange the conversation so that it is in the proper order?
Try to find the first line together with the rest of your class.
Complete the rest of the assignment with a partner.

____ (A) You're welcome.

____ (B) About what?

____ (C) My daughter wants to go to college, but we can't afford it.

____ (D) Thanks.

____ (E) What's the number?

____ (F) I don't know who to talk to.

____ (G) 530-1400, extension 35.

____ (H) I have a problem.

____ (I) Call Mr. Thompson.

____ (J) Who should I call?

____ (K) How can I help you?

____ (L) Oh, you should talk to a counselor.

SAY EACH WORD AFTER YOUR TEACHER PRONOUNCES IT. DIVIDE EACH WORD INTO SYLLABLES. CIRCLE WORDS THAT END IN A SUFFIX.

HERE IS A LIST OF SOME PEOPLE WHO WORK IN THE SCHOOLS:

Counselor
Dean of Students
Director of Activities
Director of Guidance
Director of Physical Welfare
Librarian
Police Liason Officer
Principal
Psychologist
School Nurse
Social Worker
Superintendent
Teacher

NOT ALL SCHOOLS HAVE ALL OF THE PROPLE MENTIONED ABOVE WORKING IN THEM. SOME OF THOSE PEOPLE WORK IN HIGH SCHOOLS, SOME IN ELEMENTARY SCHOOLS AND SOME IN BOTH. DIVIDE UP THE LIST INTO THREE CATEGORIES.

Elementary School	High School	Both
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
	7. _____	
	8. _____	
	9. _____	
	10. _____	
	11. _____	
	12. _____	
	13. _____	

SOME NOUNS HAVE ENDINGS SUCH AS IAN, IST, ER, AND OR. THESE ENDINGS OFTEN MEAN A PERSON WHO IS OR DOES SOMETHING. NOTE: THERE ARE EXCEPTIONS TO THIS RULE.

Example 1: teacher
What is a teacher?
A teacher is a person who teaches.

Example 2: director
What is a director?
A director is a person who directs.

Example 3: psychologist
What is a psychologist?
A psychologist is a person who is trained in psychology.

Example 4: librarian
What is a librarian?
A librarian is a person who is trained in library science.

NOTE:	There is no rule to tell you which ending to add to the noun to indicate "person who". You must learn the correct ending through memorization.
CAUTION:	Not every er ending means "person who". Example: the word number; what is a numb?

ANSWER THE FOLLOWING QUESTIONS

1. What does a custodian/janitor do? A custodian/janitor is a person who _____.
2. What does a social worker do? A social worker is a person who _____.
3. What does a counselor do? A counselor is a person who _____.
4. What does a psychiatrist do? A psychiatrist is a person who _____.
5. What does a police liason officer do? A police liason officer is a person who _____.

WITH A PARTNER, MAKE A LIST OF AT LEAST TEN WORDS THAT END IN ER.

1. _____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

NOW TAKE THE ER OFF EACH WORD. DOES THE WORD MAKE SENSE (WITHOUT THE ER)? HOW MANY EXCEPTIONS TO THE ER MEANS PERSON WHO DOES RULE HAVE YOU FOUND?

Example: Finger - Minus the er = Fing
Is a finger a person who fings?

Plumber - Minus the er = Plumb
Is a plumber a person who plumbs?

Writer - Minus the er = Writ(e)
Is a writer a person who writes?

W O R K S H E E T

LOOK AT THIS LIST OF TELEPHONE NUMBERS.

ADMINISTRATION - SPECIAL SERVICES

Phone: 530-1400

Principal	Dr. L. Weck	Ext. 21
Assistant Principal	Mr. D. Layne	Ext. 26
Director of Administration	Mr. R. Wilson	Ext. 22
Director of Activities	Mr. N. Sturm	Ext. 24
Dean of Students (Discipline)	Mrs. P. Geyer	Ext. 29
School Nurse	Mrs. P. Sweeney	Ext. 40
Director of Physical Welfare (P.E., Athletic Director)	Mr. J. Mortier	Ext. 46
School Psychologist	Mr. H. Rafal	Ext. 76
School Social Worker	Mrs. P. Schrage	Ext. 78

MATCH THE TITLE IN COLUMN A WITH THE DESCRIPTION IN COLUMN B.
PUT THE NUMBER OF THE DESCRIPTION IN B IN THE COLUMN ON THE LEFT.

A	B	A	B
1. ___	___	1. Psychologist	The person to see if you are sick
2. ___	___	2. Director of Physical Welfare	Sets the policies for the school district
3. ___	___	3. School Nurse	Gives lectures on crime prevention and driver safety
4. ___	___	4. Counselor	In charge of athletics
5. ___	___	5. Superintendent	Works with community organizations
6. ___	___	6. Board of Education	Does testing for behavior disorders
7. ___	___	7. Director of Activities	Helps decide what classes to take
8. ___	___	8. Police Liason Officer	Responsible for the whole school system

TELEPHONE INFORMATION FOR ADDISON TRAIL HIGH SCHOOL - 530-1400

1. To report absences and tardies - 543-4240
2. To discuss a student's planning, adjustments and general progress - ext. 31
3. To discuss matters of general school administration or matters involving teachers, contact Mr. Layne at ext. 26.
4. To discuss student behavior - ext. 29
5. To contact your child under emergency conditions - ext. 29
6. To discuss bus problems - Mr. Lopatka, ext. 341
7. To discuss matters relative to the cafeteria - ext. 26
8. To contact the Athletic Department - ext. 46; after 4:00 p.m.543-5464
9. To discuss school insurance - ext. 58
10. Night school - Adult Education - ext. 385
11. To discuss matters relative to Special Education - ext. 72
12. To discuss matters relative to Driver Education - ext. 43
13. To discuss matters relative to the Bookstore - ext. 52
14. To discuss matters dealing with transcripts, grades, and etc. for colleges and jobs - ext. 33
15. To discuss matters on work permits - ext. 31

NOTE - To discuss matters of)
To discuss matters on) These may be
To discuss matters concerning) used interchangeably.
To discuss matters dealing with)
To discuss matters relative to)

IF YOU HAD THE FOLLOWING PROBLEMS WHO WOULD YOU CALL?
WRITE THE CORRECT EXTENSION NUMBER.

1. The school bus driver is reckless. _____
2. Your daughter wants an after-school job. _____
3. Your son has a speech problem. _____
4. Your son was injured at school. _____
5. A teacher insulted your daughter. _____
6. Your son wants to take typing. _____
7. Your son wants to play football. _____
8. Your house burned down and you want to talk to your daughter. _____

COMPUTE THE FOLLOWING STRUCTURED AND SEMI-STRUCTURED DIALOGUES.

A. Are you going to the School Board meeting?

B.

A. It meets on the fourth Monday of each month.

B.

A.

B. What about?

A.

B. The bus has been late this week.

A. My son wants to drop his Spanish class.

B.

A. It's too difficult, and he doesn't like the teacher.

B.

A. I want to know what kind of food the cafeteria sells.

B.

A.

B.

A. My daughter wants to work after school.

B.

A.

B.

USING THE LIBRARY

OBJECTIVES

1. The student will give and take directions
   a. vocabulary - practice in groups
   b. field trips or home visitations
2. The student will become aware of the resources and activities available at the local library.

GRAMMATICAL FOCUS

1. continuous verb forms (ing)

LESSON NOTES

1. Before presenting the conversation in the usual fashion, review the following vocabulary words with the class:

turn right	on the corner
turn left	stop sign
go north	stop light
go south	intersection
go east	near
go west	toward
go up (1, 2, 3 blocks)	across
go down (1, 2 blocks)	across from

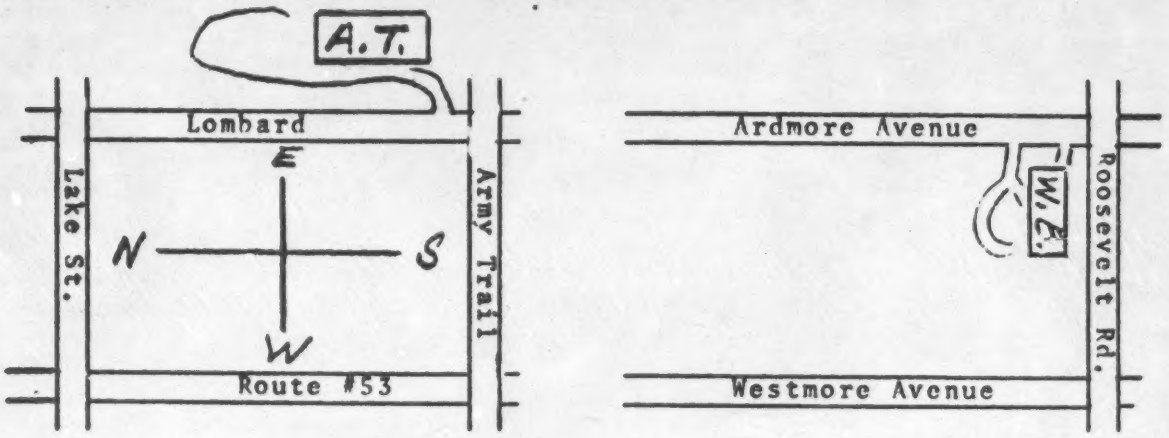
2. Present the conversation in the usual fashion or do the following: Write out each line of the story on a separate piece of paper. Give each student a line. Go around the room and make sure each student can read the words. Let students practice their lines. Then give some time for memorization. The students are to give you their lines (you will be the coach in case anybody forgets). Next, as a group, the students should put the lines of the conversation into the correct order. Then have the students present the dialogue to you. Make corrections.

3. Pass out student lessons. Have students take parts and read through the dialogue again. You might want to give a dictation using sentences from the dialogue at the next class session. Do a listening comprehension exercise next. Tell the students that you are going to ask them some questions. They should circle the letter of the sentence that answers the question on their answer sheets.

   (1) Who is talking?
   (2) What is Grace asking Maria?
   (3) Does Maria know where Grace lives?
   (4) Is it hard to find Maria's house?
   (5) Does Maria know where the church is?
   (6) What does Maria mean when she says, "Wait, wait!"
   (7) What does Maria forget?

(OVER)

4. Draw a map of school on the blackboard, indicating where the school is in relation to various main streets. For example:



Ask the students where they live in relation to the school (east, west, north, or south). Ask the students how they go to school. Use the vocabulary listed at the beginning of the lesson.

Distribute maps to students. Have them plot where they live on the map. Then draw arrows to the library. Practice giving directions from students' houses to the library. Sample questions to ask students are as follows:

(1) What is your address?
(2) Do you live north, south, east, or west of the high school?
(3) Which main streets do you live close to?
(4) What direction is the library from your house?
(5) How do you go to the library from your house, from the school?

As an additional activity you might ask students to give directions to each other's houses. Maybe they would even like to ask each other over to visit or for coffee, etc.

5. Problems to solve: Read and discuss each problem. Discuss each one before going on to the next. Use this for listening first. Read aloud. Then ask questions making sure that the ing words are used in the answers. Stress correct pronunciation of ing. (Remind students that they should "smile" when the ng sound is pronounced.)

6. Find out who has and who doesn't have a library card. Enclosed are some library application forms. Let every student complete a form for practice. Make an assignment that requires each student to go to the library to check out something to bring to class next week -- book, magazine, record, picture, etc.

7. Pass out Library Brochures. The students are going to use the brochures to find out about services at the library. See Work-Sheet. The students can do this assignment individually, in pairs, or in small groups, depending on the size of the class and the ability of the students. (Both classes will have to use Villa Park library material because it is very comprehensive, and I could only get one brochure from the Addison library.)

8. Practice calling the library to register for programs..

LESSON 6

USING THE LIBRARY

Mrs. Ramos and Mrs. Pacione are talking on the telephone. Mrs. Ramos is inviting Mrs. Pacione to her house for lunch.

Grace: Hello, Maria? This is Grace.

Maria: Oh, hi Grace.

Grace: Maria, I'd like you to come for lunch on Friday.

Maria: I'd love to, but I don't know where you live.

Grace: Oh, it's easy to find my house. I'll give you directions on the phone. Do you have a pencil and paper?

Maria: No, wait a minute, I'll be right back. (Pause) Okay, I'm ready.

Grace: Do you know where the church is near the high school?

Maria: Yes.

Grace: Okay. Go south on Locust toward the high school. Turn left at the stoplight before the church and go up three blocks.

Maria: Wait, wait! You're going too fast.

Grace: All right. I'll slow down. Turn right at the intersection of Highland and View. My house is on the corner across from the library. Got that?

Maria: I think so. Let me read it back to you (Maria reads the directions to Grace).

Grace: Yes, that's find. Don't forget. By the way, don't you want my street address?

Maria: Yes, of course. What a dummy!

CLOZE:

Grace: Hello, Maria? This is _____.

Maria: Oh, hi Grace.

Grace: Maria, _____ like you to come _____ lunch on Friday.

Maria: I'd _____ to, but I don't _____ where you live.

Grace: Oh, _____ easy to find my _____. I'll give you directions ____ the phone. Do you _____ a pencil and paper?

Maria: No, wait a minute, I'll ____ right back. (Pause) Okay, I'm _____.

Grace: Do you know where _____ church is near the _____ _____?

Maria: Yes.

Grace: Okay. Go south ____ Locust toward the high school. _____ left at the stoplight _____ the church and go ____ three blocks.

Maria: Wait, wait! _____ going too fast.

Grace: All right. _____ slow down. Turn right ____ the intersection of Highland _____ View. My house is ____ the corner across from ____ library. Got that?

Maria: I _____ so. Let me read ____ back to you (Maria reads the directions to Grace).

Grace: Yes, _____ find. Don't forget. By ____ way, don't you want ___ street address?

Maria: Yes, of _____. What a dummy!

Answer the following questions in complete sentences.

1. How many people are talking? _____
2. For what day is the invitation? _____
3. Does Maria want to go? _____
4. Does she know how to find Grace's house? _____
5. Does Grace give the directions slowly? _____
6. Where is Grace's house? _____
7. Does Maria know Grace's address? _____

LISTENING COMPREHENSION:
Circle the letter of the correct answer after your teacher reads each statement.

1. (a) Maria and Grace they are talking.
   (b) Maria and Grace is talking.
   (c) Maria and Grace are talking.

2. (a) Grace is asking Maria to come for lunch.
   (b) Grace is asking Maria for directions.
   (c) Grace is asking Maria for to come for lunch.

3. (a) Yes, she do not know.
   (b) Yes, she does.
   (c) No, she doesn't.

4. (a) No, it isn't.
   (b) Yes, it is.
   (c) No, it aren't.

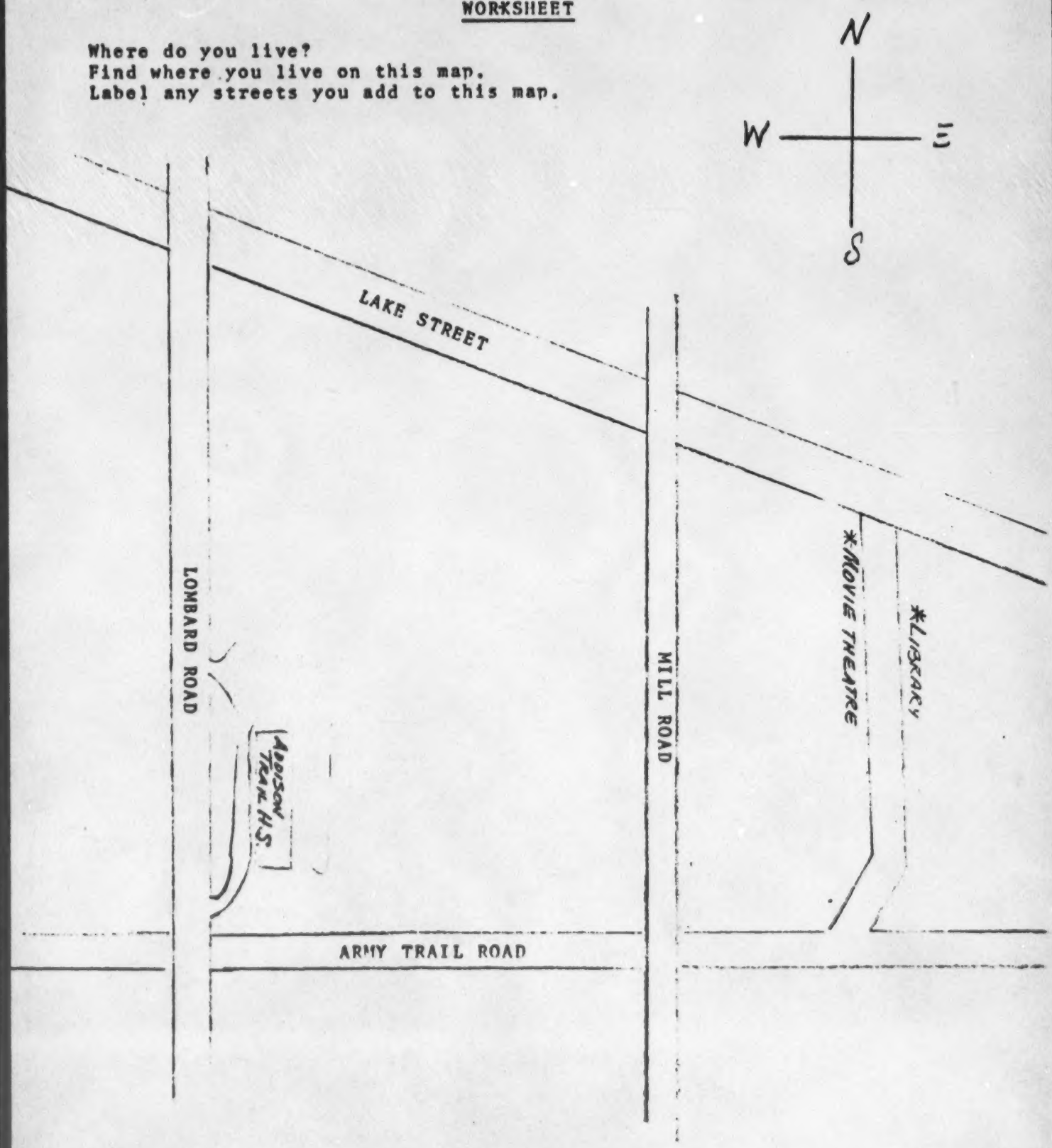
5. (a) Yes, she doesn't.
   (b) No, she doesn't know.
   (c) Yes, she does.

6. (a) Grace is giving too many directions.
   (b) Grace is talking too fast.
   (c) Grace is confusing her.

7. (a) She forgets the date.
   (b) She forgets the street names.
   (c) She forgets the address.

WORKSHEET

Where do you live?
Find where you live on this map.
Label any streets you add to this map.



PROBLEMS TO SOLVE

1. The Quach family is having company. Some friends from California are going to visit soon. They are coming with their children who are the same age as the Quach children. The Soos will be visiting for one week. The Soos are bringing some movies with them that they took the last time they visited the Quaches, five years ago. Mr. and Mrs. Quach do not have a movie projector. What should they do?

2. The Nemri family is ordering a video recorder for their television set. The children are wondering what they will record. Their parents are thinking about how much money video cassettes cost. What should Mr. and Mrs. Nemri do?

3. The Bohnor family is moving to a new house. They are buying new furniture and appliances. They are thinking about decorating the house. They are running out of money for paintings and sculptures. What should they do?

All three families should go to the nearest library. Movie projectors, video cassettes, paintings, and many, many other things can be borrowed from the library.

USING PRESENT CONTINUOUS

Note: Notice that each ing word underlined above is accompanied by a be auxiliary, is or are. Ing words are not verbs unless they have an auxiliary.

Answer the following questions using complete sentences:

1. Who is having company? _____

2. What are the Soos bringing? _____

3. What is the Nemri family ordering? _____

LIBRARY WORKSHEET

Do this assignment by yourself, with a partner, or in a group.
Read the "flyer" about fall programs at the library.
Answer the following questions. Write your answer in the space provided.
Use complete sentences.

1. What date can you see a ballet film? _____

   _____.

2. What time is the chess tournament? _____

   _____.

3. What day of the week are the parenting classes scheduled? _____

   _____.

4. Who presented Christmas crafts on October 14? _____

   _____.

5. How many times a month does the Friday afternoon craft club meet?

   _____.

6. How old must children be to go to preschool story hour? _____

   _____.

7. How much does it cost to see the Cole Marionettes? _____

   _____.

8. When is the Christmas tree decorating party? _____

   _____.

9. What film is being shown on Friday, October 31, at 7:00 p.m.? _____

   _____.

10. What book is being discussed on December 11? _____

    _____.

11. What hours is the library open? _____

    _____.

12. What four special services does the library offer? List them.

    (1) _____ (2) _____

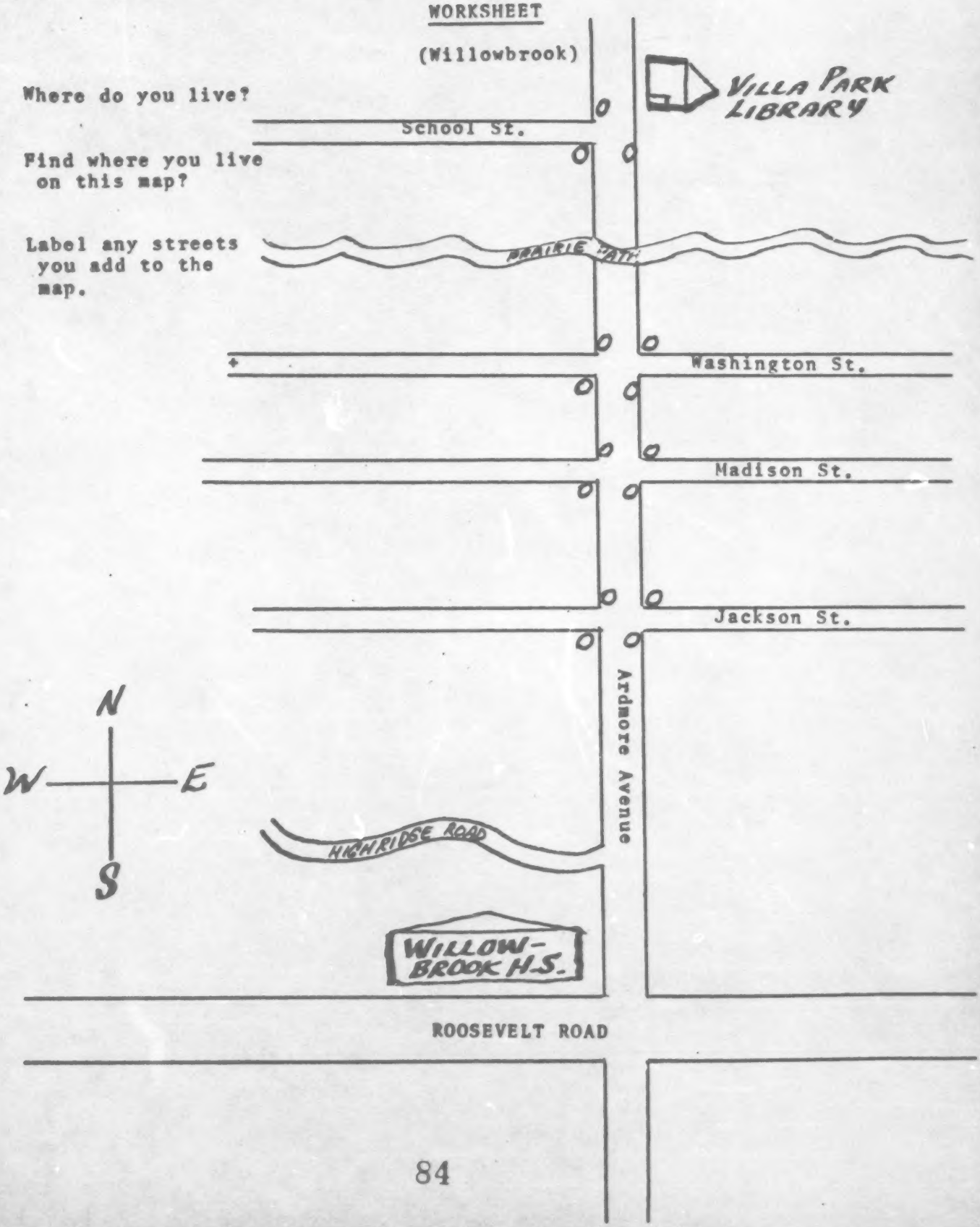
    (3) _____ (4) _____

WORKSHEET

Where do you live?

Find where you live on this map?

Label any streets you add to the map.



COMMUNITY ACTIVITIES FOR PARENTS AND CHILDREN

OBJECTIVES

1. Students will become aware of the activities for parents and children offered by the YMCA.
2. Students will become aware of the activities for parents and children made available by local park districts.
3. Students will practice completing registration forms.

GRAMMATICAL FOCUS

1. Use of prepositions - at, to, on, about, etc.
2. Would + like
3. Present perfect
4. How much + do (does)
   How much + are
5. Time expressions

LESSON NOTES

1. Model Conversation #1. Let students practice repeating the lines after "you" before you let them see it. Pass out dialogue. Let students do it with a partner. Walk around and listen. Ask for some volunteers to present the dialogue to the class.

2. The cloze for this conversation focuses on prepositions. After students have completed it, provide additional drill on the prepositions at, to, on, about, etc.

3. Comprehension - Practice questions and answers orally before this is given as a written assignment. Take turns asking students what they do on particular days of the week. Have students ask each other as well.

4. I'm sorry, not really, no + present perfect. "Already" can be moved to the final position in each sentence; point this out to students. This page can also be extended by further oral practice on the structures.

5. Conversation #2 is to be used as a reading exercise. Give students time to read silently. Then let them answer the seven questions. Go back and discuss or practice for pronunciation (rhythm and intonation).

6. Conversation #3 - Before presenting this dialogue have a class discussion about the kinds of things parents in your class do with their children. Find out how many parents have children in Cub Scouts or Girl Scouts or Camp Fire Girls, etc. Find out if anybody has heard of the YMCA programs for fathers and kids. Some background information about Indians in the United States might be in order, depending on the level of sophistication of

the students. Show an organizational diagram of YMCA program. Thoroughly present the vocabulary before beginning the oral practice of the dialogue.
Role play some fathers calling for information about the Indian Guide program.
The reading comprehension section can be done individually and then checked as an entire class.

7. The section on joining clubs should be done with a partner. Results can be discussed with the class. Put organization titles on the board to discuss "new" ones.

8. Time expressions - Do this section with a partner. Supplement with further oral drills.

9. Identifying Activities Sheet - Do as homework. Perhaps a dictation using the vocabulary would be a good followup.

10. Forms to fill out - Indian Guides and park district registration are to be done as homework. Check and discuss in class. Ask students to bring brochures if they have them at home.

CONTINUING EDUCATION PROGRAM

DUPAGE HIGH SCHOOL DISTRICT 88

1250 South Ardmore Avenue
Villa Park, Illinois 60181

ELIZABETH A. WATSON, DIRECTOR

SPECIAL PROJECT

ESL FOR PARENTS OF SCHOOL-AGE CHILDREN

1980-1981

LESSON 7

COMMUNITY ACTIVITIES FOR PARENTS AND CHILDREN

Using the facilities at the
- YMCA
- YWCA
- Park District Recreation Dept.

CONVERSATION #1

Mrs. Lee: Would you like to come to my house Monday afternoon for coffee?

Mrs. Wong: I'm sorry. I'd love to (come) but my daughter has swimming lessons at 2:00 p.m.

Mrs. Lee: Well, how about Tuesday afternoon?

Mrs. Wong: Oh, I'm sorry. On Tuesday afternoon the children go to story hour at the library at 1:30 p.m.

Mrs. Lee: Surely you are free on Wednesday or Thursday?

Mrs. Wong: Not really. One of my daughters has ballet lessons on Wednesday at 3:00 p.m., and I have an exercise class at 4:30 p.m.

Mrs. Lee: Well, when will you be free?

Mrs. Wong: Next June.

CLOZE - Complete the following dialogue by putting a preposition in each blank space.

Mrs. Lee: Would you like to come _____ my house Monday afternoon _____ coffee?

Mrs. Wong: I'm sorry. I'd love to come, but my daughter has swimming lessons _____ 2:00 p.m.

Mrs. Lee: Well, how _____ Tuesday afternoon?

Mrs. Wong: Oh, I'm sorry. _____ Tuesday afternoon the children go _____ story hour _____ the library _____ 1:30 p.m.

Mrs. Lee: Surely you are free _____ Wednesday or Thursday?

Mrs. Wong: Not really. One _____ my daughters has ballet lessons _____ Wednesday _____ 3:00 p.m., and I have an exercise class _____ 4:30 p.m.

Mrs. Lee: Well, when will you be free?

Mrs. Wong: Next June.

COMPREHENSION - Answer these questions in complete sentences.

1. What does Mrs. Wong do on Monday afternoon? _____

_____.

2. What does Mrs. Wong do on Tuesday afternoon? _____

_____.

3. What does Mrs. Wong do on Wednesday afternoon? _____

_____.

4. What does Mrs. Wong do on Thursday afternoon? _____

_____.

5. When will Mrs. Wong be free? _____.

PRACTICE . . .

Would you like to meet my husband?

I'm sorry, but I've already met him.

Would they like to go to the library?

Not really, they've already gone there.

Would he like to call his mother?

No, he's already called her.

Would she like to take ballet lessons?

No, she's already taken them.

COMPLETE THESE SENTENCES WITH A PARTNER. TAKE TURNS ASKING AND ANSWERING QUESTIONS.

1. Would you like to meet Mrs. Randolph?

_____, I've already _____ her.

2. Would you like to take an exercise class?

_____, I've already _____ one.

3. Would you like to call home?

_____ there.

4. Would you like to go to Open House?

_____.

5. Would you like to _____?

Not really, I've _____.

6. Would you like to _____?

No, I've _____.

7. Would you like to _____?

I'm sorry, but _____.

CONVERSATION #2

Mrs. Lee: You must spend a lot of money on activities for your children.

Mrs. Wong: Oh, no. Story hour at the library is free.

Mrs. Lee: What about swimming lessons? Aren't they expensive?

Mrs. Wong: Good grief, no. We go to the Lombard YMCA. Lessons are only $18.00 for 7 weeks.

Mrs. Lee: Well, what about the ballet lessons?

Mrs. Wong: They're cheap too, only $15.00 for 10 weeks. Lian takes ballet at the Park District.

Mrs. Lee: And your exercise class?

Mrs. Wong: That's through the YWCA.

Mrs. Lee: How did you find out about all those activities?

Mrs. Wong: I read the local newspaper.

Mrs. Lee: I guess I should too. No wonder I can't find someone to have coffee with in the afternoon. Everybody's busy but me.

ANSWER IN COMPLETE SENTENCES

1. How much does story hour cost?
   How much is story hour? _____

2. How much do swimming lessons cost?
   How much are swimming lessons? _____

3. How much do ballet lessons cost?
   How much are ballet lessons? _____

4. Where can children listen to stories?
   Where is story hour held? _____

5. Where can children take swimming lessons?
   Where are swimming lessons given? _____

6. Where can children take ballet lessons?
   Where are ballet lessons given? _____

7. Where can adults take exercise classes?
   Where are exercise classes held? _____

FIND OUT - MAKE SOME TELEPHONE CALLS . . .

1. Does your library have a story hour for children?
2. Is there a YMCA in your suburb? If not, where is the nearest one?
3. What does the Park District offer for children during the winter? What does it offer for adults?

CONVERSATION #3

Mr. Ikata: I'd like to spend more time with my children.

Mr. Morales: How old are they?

Mr. Ikata: My son is five and my daughter is seven.

Mr. Morales: Why don't you join the Indian Guides and Indian Princess program at the YMCA?

Mr. Ikata: What's that?

Mr. Morales: Fathers and their children are formed into tribes that meet twice a month.

Mr. Ikata: What do they do at the meetings?

Mr. Morales: They do a craft and have a snack. Once a month there is an activity for the whole Nation such as camping or bowling.

Mr. Ikata: It sounds interesting. How do I join?

Mr. Morales: Call the Nation Chief, John Moltby at 627-7180 to join Indian Guides, and call Ron Foresman about the Indian Princess program at 627-1491.

Mr. Ikata: Thanks. I will.

VOCABULARY

YMCA (Young Men's Christian Association)
Indian Guides - Boys in kindergarten through 3rd grade
Indian Princess - Girls in kindergarten through 3rd grade
Trailblazers - Boys and girls in 4th through 7th grade
Tribes - Groups of 6-8 fathers and children
Nation - Group of tribes
Join - Become a member
Have a snack - eat a light "meal"

READING COMPREHENSION - Mark each statement true or false.

1. _____ Mr. Morales wants to spend more time with his children.
2. _____ Mr. Ikata's son is five years old.
3. _____ Indian Guides are girls who are eight years old.
4. _____ Tribes meet twice a month.
5. _____ The Nation meets once a month.
6. _____ Mr. Ikata is not interested in joining the Indian Guides.
7. _____ Ron Foresman is the Chief of the Indian Princesses.

CIRCLE THE NAMES OF THINGS A PERSON CAN JOIN.

Library	Cub Scouts
P.T.P.	Choir
K-Mart	Traffic Court
Dominicks	Athletic Boosters
YMCA	Park District
Racquetball Club	Gas Station

What do you belong to?

1. _____
2. _____
3. _____

Ask a neighbor or friend what he/she belongs to.

1. _____
2. _____
3. _____

What do your children belong to?

1. _____
2. _____
3. _____

What are some other things people can belong to?

1. _____
2. _____
3. _____

What do you have to do to join something?

1. _____
2. _____
3. _____

VOCABULARY - TIME EXPRESSIONS

once a week
twice a week
once a month
twice a month
once a year
(three / four / five) times a (week / month / year)
everyday
once in awhile
frequently
from time to time
seldom
never

How often does Indian Guides meet?

It meets twice a month.

How often does the Nation meet?

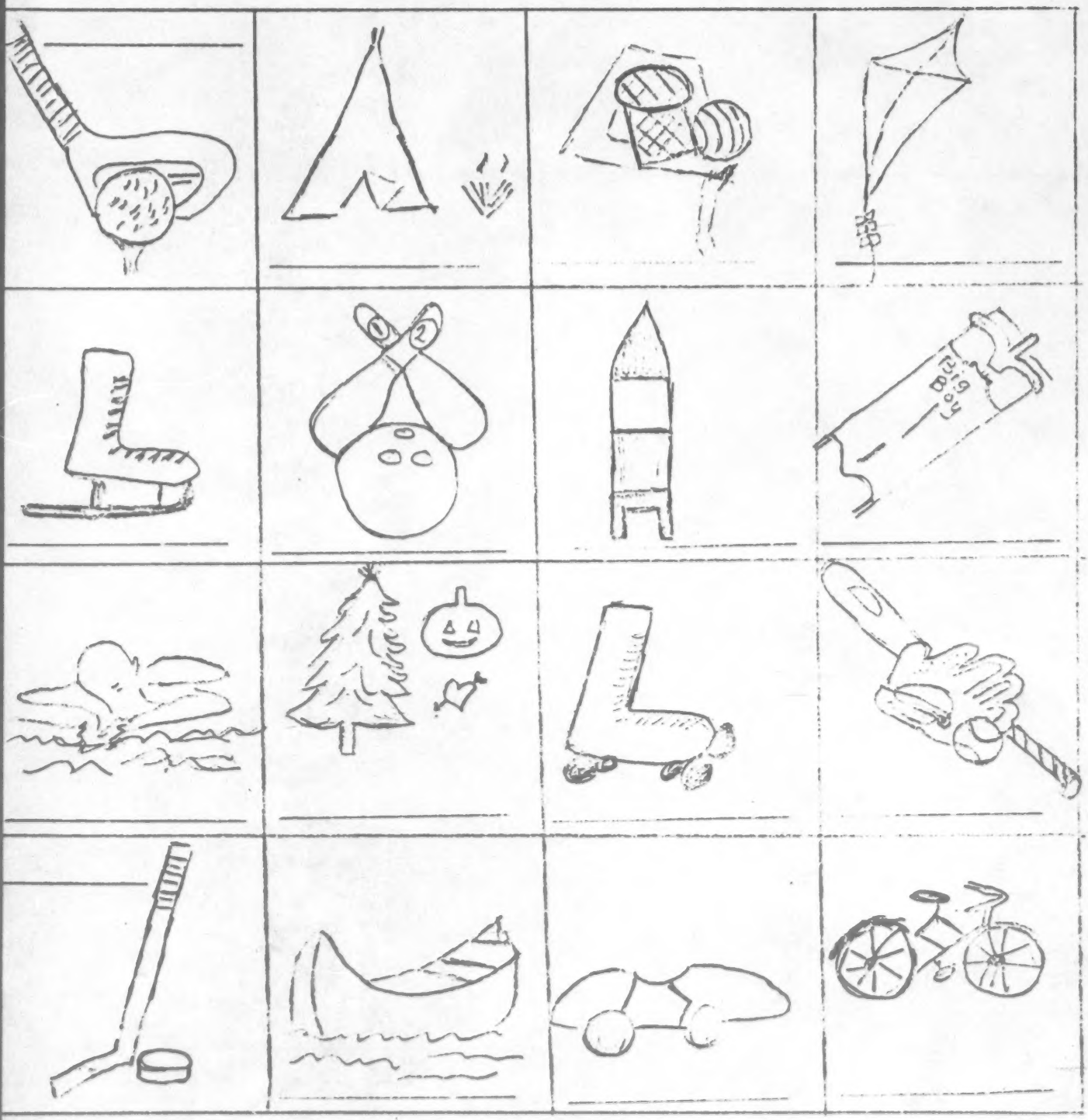
It meets once a month.

ANSWER THESE QUESTIONS WITH A PARTNER. USE COMPLETE SENTENCES.

1. How often do you grocery shop? _____
2. How often do you go to school? _____
3. How often do you go to the library? _____
4. How often do you go to a movie? _____
5. How often do you eat in a restaurant? _____

WHAT ARE SOME THINGS FATHERS DO WITH THEIR CHILDREN AT INDIAN GUIDES, INDIAN PRINCESSES AND TRAILBLAZERS?

WHAT'S THE WORD?



LOMBARD YMCA PARENT CHILD PROGRAMS FORM

FATHER'S NAME _____

SON OR DAUGHTER'S NAME _____

CHILDS AGE BIRTHDAY _____

ADDRESS _____

TOWN AND ZIP CODE _____

PHONE NUMBER _____

TRIBE OR PLANET PREFERENCE _____

DAYS YOU CAN MEET _____

PLEASE BRING TO MEETINGS FILLED OUT...

LOMBARD YMCA PARENT CHILD PROGRAMS FORM

FATHER'S NAME _____

SON OR DAUGHTER'S NAME _____

CHILDS AGE BIRTHDAY _____

ADDRESS _____

TOWN AND ZIP CODE _____

PHONE NUMBER _____

TRIBE OR PLANET PREFERENCE _____

DAYS YOU CAN MEET _____

PLEASE BRING TO MEETINGS FILLED OUT...

DANCE - BALLET I

For those with no previous dance experience

WHO: Boys and Girls ages 6 - 12
WHERE: Lombard Community Building
WHEN: Wednesdays, September 10 - November 12 (10 weeks)
TIME: 3:30 - 4:20 PM Ages 6 - 9
4:30 - 5:20 PM Ages 10 - 12
LIMIT: Minimum 9; Maximum 12
INSTRUCTOR: Angel Mercier **
FEE: $15.00 Residents; $22.50 Non-residents
REGISTRATION: Beginning Sat., Sept. 6. Please refer to registration information on page 4.

ANSWER THESE QUESTIONS IN COMPLETE SENTENCES.

1. Can both boys and girls take ballet lessons? _____

_____.

2. Where are the ballet lessons held? _____

_____.

3. For how long are the lessons held? _____

_____.

4. What time does an eight year old have lessons? _____

_____.

5. How much do ballet lessons cost? _____

_____.

GUITAR I (°)

An introduction to guitar playing. No previous music background necessary. Start playing introductory songs with simple chords at second session. First hour of class will be instructional. Second hour group singing and playing of a variety of songs including "pop", folk, country and western. Informal, fun approach to guitar playing.

Tuition: $26 Thurs. Rm 122 7:30-9:45 p.m.
Willowbrook 9 Wks. Mr. Connors

ANSWER THESE QUESTIONS IN COMPLETE SENTENCES:

1. Should students bring their own guitars? _____

_____.

2. Can students who know how to play the guitar take this class?

_____.

3. What day of the week are lessons held? _____

_____.

4. What time does a 15-year old have lessons? _____

_____.

5. Does the $12.00 resident fee cover all costs? _____

_____.

Skiing

Beginner and/or Intermediate - 10 years to Adult

It will be a great ski season provided everyone THINKS SNOW!

Location: Villa Olivia Ski Area, Bartlett, Illinois
Dates:
Session I: Dec. 21, 28 & Jan. 4, 11 & 18
Session II: Feb. 1, 8, 15, 22 & March 1

Days: Sunday
Times: Bus leaves the Recreation Center at 3:00 p.m. and returns at 9:00 p.m.

Fee: $50.00 - includes Beginning or Intermediate lessons and Equip.

$62.00 - includes Beginning or Intermediate lessons and Equip. and bus transportation.

$45.00 - includes Intermediate lessons only - supply own Equip.

$57.00 - includes Intermediate lessons and bus transportation - supply own Equip.

This year, Villa Olivia will be teaching the Short Ski Method (SSM/GLM), which merges the Graduated Length Method with the American Teaching Method.

NOTE: In case of bad weather conditions, call 833-0100 for cancellation information, one (1) hour prior to ski program.

ANSWER THESE QUESTIONS IN COMPLETE SENTENCES:

1. Can a five year old take skiing lessons? _____

_____.

2. Can a 35 year old take skiing lessons? _____

_____.

3. What day of the week are lessons held? _____

_____.

4. How much does a beginner pay for lessons and equipment?

_____.

5. Where are the lessons held? _____

_____.

(OVER)

FIRST NAME	BIRTH DATE	AGE	ACTIVITY	LOCATION	STARTING DATE	SESSION	TIME	FEE

PARENT'S SIGNATURE _____ TOTAL FEE $ _____

FIRST NAME	BIRTH DATE	AGE	ACTIVITY	LOCATION	STARTING DATE	SESSION	TIME	FEE

PARENT'S SIGNATURE _____ TOTAL FEE $ _____

FIRST NAME	BIRTH DATE	AGE	ACTIVITY	LOCATION	STARTING DATE	SESSION	TIME	FEE

100

PARENT'S SIGNATURE _____ TOTAL FEE $ ~~101~~

13

FITNESS PROGRAMS FOR WOMEN

SHAPE UP AT YOUR YMCA

Aerobics in Motion: afternoon and evening classes, Mon. & Wed.
Musical Fitness: morning and evening classes, Mon. and Thurs.
Water Slimnastics: evening classes, Mon. & Thurs.
Yoga: morning and evening classes, Tues.

For specific dates, locations and fees call the Y, 629 - YMCA

SIGN UP NOW!

SWIM PROGRAM REGISTRATION

NAME _____ PHONE _____

ADDRESS _____

Youth Swim:	Mon.	Wed.
3:40	_____	_____
4:15	_____	_____
4:50	_____	_____

Diving: _____

Tot/Pre-School:

Tuesday	Thursday	Friday
11:30 _____	11:30 _____	1:00 _____
12:05 _____	12:05 _____	1:35 _____
12:40 _____	12:40 _____	2:10 _____
		2:45 _____

SCHOOL HOLIDAYS

OBJECTIVES

1. Students will become aware of the school holidays, commemorative days, and special occasions which are celebrated in the spring.
2. Students will discuss special occasions and holidays which are celebrated in their native countries.

GRAMMATICAL FOCUS

1. Use of can/could
2. Use of may to request permission
3. Affirmative/negative responses to questions

LESSON NOTES

1. Do not pass out the dialogue to the students until it has been modeled. Then give studen-s the comprehension questions and ask them to listen carefully to the dialogue as it is modeled again. Ask students to fill out the cloze section. Pass out the dialogues. Students should be able to correct their cloze answers. Circulate around the room to see how students did. The class can then repeat each line of the dialogue after the teacher. Divide students into pairs and have the pairs practice the dialogues. Ask for volunteers to do dialogues for the rest of the class.

   Depending on the ability of the students, discuss the differences in meaning between may I (permission, likelihood, probably) and can I (ability).

   Practice making requests using may and asking for ability using can. See worksheet.

   NOTE: Auxiliaries shift position when one is asking questions.

   I can write English. > Present
   Can I write English? >

   Stress that auxiliary shows tense, not the main verb (no endings on verb are needed).

   In drills, have students practice both short, as well as complete, answers. Circulate and listen for pronunciation.

   Suggestion: Lower level students might be assigned present tense drills only. For simplicity's sake, might has not been included in this lesson, but it can be added by the teacher.

Optional - Ask a student what time his children go to bed on school nights. Do a chain drill with the rest of the class. One student asks the question and another answers.

2. Calendars - Distribute to students. Explain what ◯ (no school) and ▭ (special day, but not a holiday) mean. Ask students how many days there is no school each month to check number recognition.

   Write the following words on the blackboard:

Valentine's Day	Casimir Pulaski	Records Day
St. Patrick's Day	Good Friday	Memorial Day
Lincoln's Birthday	Institute	April Fool's Day

   See if students can explain what each day is. If possible, show students symbols associated with as many of the days as possible.

3. Tag questions - Model. Students practice in pairs. Circulate and check pronunciation.

4. Matching - Assign this for homework.

5. Word Find - This can be done as homework also.

6. Free conversation - Discuss the various holidays students celebrate in their own countries. Are businesses closed? Are banks and offices open? Is mail delivered?

LESSON 8

SCHOOL HOLIDAYS (SPRING)

Frank: Mom, may I stay up late tonight?

Mrs. Su: No, of course not. Tomorrow is a school day.

Frank: No it isn't!

Mrs. Su: Why isn't there school tomorrow?

Frank: It's Lincoln's birthday.

Mrs. Su: Oh, I forgot. You may stay up half an hour later than usual.

COMPREHENSION

1. When does Frank want to stay up late?_____

_____

2. What does Mrs. Su say?_____

_____

3. Is there school tomorrow?_____

_____

4. Whose birthday is it?_____

_____

5. How late may Frank stay up?_____

_____

CLOZE - Complete the dialogue by putting a word in each blank space.

1. Mom, _____ I stay _____ late _____?
2. _____ of course _____.
3. Tomorrow _____ a _____ day.
4. _____ isn't there _____ _____?
5. It is _____ _____.
6. You may _____ _____ half _____ _____ extra.

Can/Could

*Note

Can is used to question or indicate present ability to do something. Could is used to indicate past ability.

For example:

Can you read?
Yes, I can.

Can she drive?
Yes, she can.

To show inability, add not or n't

Can they play baseball?
No, they can't.

Ask a partner if she/he can...

1. speak English?
2. write English?
3. go to Dominicks?
4. drive to school?
5. stay late tonight?
6. go out for coffee?
7. talk on the phone?
8. visit her child's school?

Ask a partner about the past. Use could in the answers.

For example:

Could your husband drive a car last year?
Yes, he could.

1. speak French last year?
2. write English last month?
3. talk to the childrens' teachers on the phone last October?
5. vote in the last election?
6. go to a basketball game last Saturday?
7. attend the last parent teacher meeting?
8. ride the bus to work yesterday?

3

○ No school

Feb.

Sun.	Mon	Tues.	Wed.	Thu.	Fri.	Sat.
1	2	3	4	5	6	7
8	9	10	11	(12)	(13)	[14]
15	16	17	18	19	20	21
22	23	24	25	26	27	28

2/12 Lincoln's Birthday
2/13 Recess - no school
2/14 Valentine's Day

Mar.

Sun.	Mon.	Tues.	Wed.	Thu.	Fri.	Sat
1	2	3	4	5	(6)	7
8	9	10	11	12	13	14
15	16	[17]	18	19	[20]	21
22	23	24	25	26	27	28
29	30	31				

3/ 6 Teachers' Institute Day
Casimir Pulaski State Commemorative Holiday
3/17 Saint Patrick's Day
3/20 First Day of Spring

April

Sun.	Mon.	Tues.	Wed.	Thu.	Fri.	Sat.
			[1]	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	(17)	18
19	(20)	(21)	(22)	(23)	(24)	25
26	27	28	29	30		

4/ 1 April Fool's Day
4/17 Good Friday
4/20-24 Spring Recess

May

Sun.	Mon.	Tues.	Wed.	Thu	Fri	Sat.
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	(22)	23
24	(25)	26	27	28	29	30
31						

5/22 Teachers' Institute Day
5/25 Memorial Day

June

Sun.	Mon.	Tues.	Wed.	Thu	Fri.	Sat.
	1	2	3	4	5	6
7	8	9	10	(11)	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

6/11 Teachers' records day

May

*Note

May is used to ask permission.

May I leave early?
May I see a picture of your daughter?

May is used to show probability or likelihood.

I may be late for class tonight.

Ask for permission to do the following:

1. use the telephone
2. leave the room
3. get a ride home
4. practice speaking English with someone
5. visit someone's home
6. discuss tonight's lesson
7. see a driver's license
8. borrow a pen

Use the calendar to answer these questions. Then practice the questions and answers with a partner.

SAMPLE

February 12th is Lincoln's Birthday, isn't it? Yes, it is.

1. May 22nd is Good Friday, isn't it? _____
2. June 11th is Teachers' Records Day, isn't it? _____
3. April 20th to April 24th is Spring Recess, isn't it? _____
4. February 13th is a Teachers' Institute, isn't it? _____
5. May 25th is Memorial Day, isn't it? _____
6. April 7th is a state commemorative holiday, isn't it? _____

SAMPLE

May 22nd is Memorial Day, isn't it? No, it isn't

Well, what day is it? A Teachers' Institute Day

1. March 6th is Good Friday, isn't it? _____

   Well, what day is it? _____
2. June 11th is a Teachers' Institute Day, isn't it? _____

   Well, what day is it? _____
3. April 1st is the first day of Spring, isn't it? _____

   Well, what day is it? _____
4. February 14th is St. Patrick's Day, isn't it? _____

   Well, what day is it? _____
5. March 17th is Valentine's Day, isn't it? _____

   Well, what day is it? _____

MATCHING - Draw a line to the correct answers.

1. What do people do on Valentine's Day?	a. Tell jokes
2. What color do people wear on St. Patrick's Day?	b. Attend meetings
3. What do people do on April Fool's Day?	c. March 6
4. Who do people honor on Memorial Day?	d. Kiss sweethearts
5. What do teachers do on Institute Days?	e. Green
6. What day is a commemorative holiday?	f. Fill out report cards
7. What do teachers do on Records Day?	g. Soldiers who have died
	h. Easter Lilies

WORD FIND

CIRCLE THE WORDS YOU FIND: Saint Patrick's Day, Abraham Lincoln, Valentine's Day, April Fool's Day, Memorial Day, Good Friday, Institute Day, Easter

A B A S R A H A M L I N C O L N C D E F G H

I J K L M N O P Q R S T U V W X Y Z P A B C

D E F I G H I J K L M N O P Q R S T U V W X

Y Z A N B C D E F G H I J K L M N O L P Q R

M S T S U V W E X Y Z A B C D E F G A H I J

E B A T Z Y X A W V U T S R Q P O N S M L K

M C D I E F G S H I J K L M N O P Q K R S T

O M V T W X Y T Z A B C D E F G H I I J K L

R M N U O P Q E R S T U V Y W X Y Z A B C V

I D E T F G H R I J K L A M N O P Q R S T A

A U V E W X Y Z L M N D A B C D E F G H I L

L A Z D Y X W V U T I S R Q P O N M L K J E

D B C A D E F G H R L J K L M N O P Q R S N

A L K Y J I H G F E D C B A Z Y X W V U T T

Y O M V E S T D A R K T V U U V X W X O A I

P A N W F R O C D E L O Y R Z W A Y B C B N

O C O X G O U M E N J N D M L Z K A G H C E

R D P Y G O V G O P S P E S B C F I I J D S

T B O Z H P W O H R I O F T D G H E J K E D

U E R A I A P R I L F O O L S D A Y B C F A

V J S B J O X X Y Z A D L N O R S T Y D G Y

W K T C K N Y T U V W E I J K O U V Z E H I

X L U D L M Z R S B C F G H M P W X A F J K

S A I N T P A T R I C K S D A Y O P O N L M

KEEPING IN TOUCH WITH THE SCHOOLS

OBJECTIVES

1. The student will be able to telephone and write to her child's teacher asking to visit the class.
2. The students will visit their child's class.
3. The students will complete a parent-conference schedule.
4. The students will learn vocabulary associated with pupil report cards.

GRAMMATICAL FOCUS

1. Contrast - What are you doing?/How are you doing?
2. Selected idiomatic expressions
3. Present continuous
4. Can/Does - Affirmative and negative responses

LESSON NOTES

1. Prior to beginning the dialogue, discuss the following terms:
   - Room mother: Ask each student who the room mother is in their child's class. Talk about what room mothers do.
   - School handbook: Show copy of policy book. Ask parents to bring in the policy book from their child's school.
   - Parent conferences: Find out how many parents have attended conferences this year. If possible, talk about problems people had at the conferences.

2. Present dialogue orally. First students should listen and then attempt to repeat each line after the teacher. Stress rhythm and intonation. Do not give packet to students until this has been done. Next, pass out the cloze exercises. The teacher should present the dialogue again, orally, while the students attempt to fill in the blanks. The comprehension questions can be done orally as a pair practice or as a written assignment.

3. What are you doing?/How are you doing?
   Teacher should model. Students practice as an entire group and then with a partner. If possible, find pictures to show with part 2.

4. Tasks 1-3 in the next section involve practice phone calls and writing lessers asking to visit school. Students will probably need considerable time to complete the written parts and practice oral parts. Find out if anybody has visited school this year. Discuss their feelings. Talk about what expectations parents

have about what happens in American classrooms. Stress that students should really call or send their letters in to make appointments to visit school immediately. Follow up in a week or two.

5. Parent conferences: Most parents have probably been to at least one this year. Talk about what happened. Discuss any special problems people had in talking to the teacher.

Pass out the sample report card. Stress that it is for kindergarten only. Explain the grading system. Use the report cards for a listening assignment. The questions for you to ask the students about the report card (page 7) are:

1. Does Eric take turns?
2. Does he finish his work on time?
3. Can Eric say his telephone number?
4. Can Eric write his first name from memory?
5. Does Eric understand rhyming?
6. Can he recognize and name colors?
7. Does Eric associate consonent sounds with their letters?
8. Can he tie his shoes?

Optional - To see if parents understand the items they were questioned about on the listening test, have students demonstrate taking turns, finishing work on time, etc. Show various colors and have students name them. Review consonant sounds by producing sound and having students write the appropriate letters on their papers. Play a game with rhyming words. Add any other appropriate items from the report card.

CONTINUING EDUCATION PROGRAM

DUPAGE HIGH SCHOOL DISTRICT 88

1250 South Ardmore Avenue
Villa Park, Illinois 60181

ELIZABETH A. WATSON, DIRECTOR

SPECIAL PROJECT

ESL FOR PARENTS OF SCHOOL-AGE CHILDREN

1980-1981

LESSON 9

KEEPING IN TOUCH WITH THE SCHOOLS

Conversation at a Room Mothers' meeting:

Mrs. Veles: Hello, Mrs. Tran. It's nice to see you again.

Mrs. Tran: Hello. It's nice to see you, too.

Mrs. Veles: How is your son doing in school this year?

Mrs. Tran: Okay, I guess. He had a good report card, but I don't really understand what he does all day. He never has homework.

Mrs. Veles: Why don't you visit his class?

Mrs. Tran: What do you mean? I've talked to his teacher already at the parent conference.

Mrs. Veles: The school handbook says parents are encouraged to visit their child's classroom during the school year.

Mrs. Tran: Really? I didn't know that. My son never said anything about visitors.

Mrs. Veles: Why don't you call the school and make an appointment to visit his class?

Mrs. Tran: Thanks. That's a good idea. I'll call tomorrow.

CLOZE: Complete the following sentences from the conversation on page 1.

1. It's _____ to see you _____.
2. How is your son _____ in school this year?
3. He _____ has homework.
4. _____ do you mean?
5. _____ school handbook says _____ are encouraged _____ visit their child's classroom _____ the school year.
6. _____ didn't know _____.
7. Why _____ you call and _____ an appointment _____ _____ his class?
8. Thanks. _____ a good _____.

Answer the following questions in complete sentences.

1. Where are Mrs. Veles and Mrs. Tran?
2. Do the two women know each other?
3. Have the parents met their children's teachers?
4. Where does it say parents can visit classrooms?
5. Does Mrs. Tran think it is a good idea to visit her son's class?

How are you doing?/What are you doing?

Practice the following questions and responses with a partner.

Part I

1. Q.: How are you doing?
   A.: Fine, thank you.

2. Q.: How are you doing?
   A.: Not so bad.

3. Q.: How are you doing?
   A.: Great! How about you?

4. Q.: How are you doing?
   A.: Things could be better.

5. Q.: How are you doing?
   A.: Okay. What about you?

6. Q.: How are you doing?
   A.: Oh, I'm getting along okay.

Part II

1. Q.: What are you doing?
   A.: I'm reading a book.

2. Q.: What is she doing?
   A.: She's writing a letter.

3. Q.: What is he doing?
   A.: He's doing his homework.

4. Q.: What are you doing?
   A.: I'm folding laundry.

5. Q.: What are you doing?
   A.: We're thinking.

6. Q.: What are you doing?
   A.: I'm watching t.v.

7. Q.: What are they doing?
   A.: They're listening to the radio.

You are going to call your child's school and write a letter to your child's teacher asking if you can visit your child's classroom.

Task #1. Complete the conversation below in your own words.

School Secretary: Hello. Ardmore School.

Parent: Hello. My name is _____. My son goes to your school. I'd like to make an appointment to visit my _____ class.

Secretary: What grade is _____ in and who is _____ teacher?

Parent: _____ is in _____ grade. _____ teacher is _____.

Secretary: When would you like to visit?

Parent: On _____ (day of week), _____ (month), _____ (date), if that's possible.

Secretary: I'll have to check with _____ and let you know.

Parent: That would be fine. Could you call me back?

Secretary: Yes, of course.

Now practice the conversation with a partner, exchanging parts. Do this until both of you feel you could say this on the telephone. Remember to speak loudly.

Task #2. Now write a letter to your child's teacher asking if you may visit the classroom. Copy the letter that follows or write one of your own.

_____
(Month, Day, Year)

Dear (Mr./Mrs.)_____:

I am interested in visiting my _____'s
(son/daughter)
classroom to see what _____ does during the day.
(he/she)
Please let me know when it would be convenient for me to visit.

Sincerely,

(Parent signature)

Copy once for practice in the space below. Let your teacher check your letter. Then write it again on your own paper.

Task #3. Either call or send the letter you wrote to school tomorrow. Let your teacher know when you are going to visit.
Make your visit. Report back to the class about what you saw and learned. Did you find what you expected? Talk about how different school in the United States is from school in your country. What is good and what is bad about education in the United States?

Read the letter below. It is from your child's teacher who wants you to attend a parent/teacher conference.

February 26, 1981

Dear Parents:

In two weeks I will be talking with parents about how their children are doing in school. Please tell me when it would be convenient for you to come to school to meet with me. Put an X in front of the day of the week and the time that you'd like to see me. Return this to school immediately so I can complete the schedule.

Mrs. Beatty

Day:	___Monday	___Tuesday	___Wednesday	___Thursday	___Friday
Time:	Before school	___8:00-8:10 a.m.		___8:10-8:20 a.m.	
		___8:20-8:30 a.m.		___8:30-8:40 a.m.	
	After school	___3:15-3:25 p.m.		___3:25-3:35 p.m.	
		___3:35-3:45 p.m.		___3:45-3:55 p.m.	
		___3:55-4:05 p.m.			

Your scheduled time will be _____ (day), at _____ (time).

Thank you,

Mrs. Beatty

UNDERSTANDING A REPORT CARD/LISTENING

Look at the kindergarten report card. Your teacher will ask you some questions about it. This report card belongs to a five year old boy named Eric. Circle the response that correctly answers your teacher's questions.

1.	(Teacher asks question)	(You respond)	Yes, he does. No, he doesn't.
2.	(Teacher asks question)	(You respond)	Yes, he does. No, he doesn't
3.	(Teacher asks question)	(You respond)	Yes, he can. No, he can't.
4.	(Teacher asks question)	(You respond)	Yes, he can. No, he can't.
5.	(Teacher asks question)	(You respond)	Yes, he does. No, he doesn't.
6.	(Teacher asks question)	(You respond)	Yes, he can. No, he can't.
7.	(Teacher asks question)	(You respond)	Yes, he does. No, he doesn't.
8.	(Teacher asks question)	(You respond)	Yes, he does. No, he doesn't.

SCHOOL DISTRICT NO. 45, DU PAGE COUNTY

VILLA PARK, ILLINOIS

DISTRICT 45

Report of Pupil Progress

KINDERGARTEN

Dear Students and Parents:

Report cards have two major purposes. One is to help students understand their strengths and direct their energies toward areas where study is needed. A second purpose is to communicate with parents what children are learning and how well they are progressing.

This card provides information in both areas: there is the identification of the subject areas within which a student is working and a check-mark system to identify the degree to which a student understands the specific skills within the subject. The report goes further to identify the degree to which a student is exerting reasonable effort toward subject/skill mastery. Your understanding of these parts of the report can guide home and school efforts toward improved achievement.

District 45 is dedicated to the highest level of communication possible among school personnel, students, and parents. This report is part of that communication. We also strongly encourage continual communication between home and school through conferences, both personal and by telephone. The involvement of all of us is needed to encourage good habits of study and citizenship as well as academic achievement.

Best wishes for a successful school year.

Charles W. Edwards Jr.

CHARLES W. EDWARDS, JR.
Superintendent of Schools

QUARTERLY REPORT OF PUPIL PROGRESS

KINDERGARTEN

KEY: STUDY HABITS, SOCIAL BEHAVIOR, AND EFFORT

C—Special Commendation P—Acceptable Progress I—Improvement Needed

	QUARTER 2	QUARTER 4
NUMBER OF COMMENT SHEETS INCLUDED		

SOCIAL – EMOTIONAL GROWTH

	QUARTER 2	QUARTER 4
1. Is willing to share, take turns, compromise and cooperate	I	
2. Participates in small group activities	P	
3. Approaches new activities with confidence	I	
4. Considers the feelings of others	P	
5. Shows emotional control	I	
6. Interacts freely with others	P	
7. Keeps hands to self	P	

WORK HABITS

	QUARTER 2	QUARTER 4
1. Is able to work independently	I	
2. Listens to and follows directions	P	
3. Uses free time constructively	I	
4. Finishes work in a reasonable time	I	
5. Remembers to clean up work area	P	

ACADEMIC AREAS

SOCIAL STUDIES, SCIENCE AND HEALTH

	QUARTER 2			QUARTER 4		
	Good Understanding	Working Toward Understanding	Improvement Needed	Good Understanding	Working Toward Understanding	Improvement Needed
1. Follows instructions and discussion of materials		✓				
2. Uses and experiments with materials and equipment		✓				

LANGUAGE ARTS

	QUARTER 2			QUARTER 4		
1. Communicating with others						
a. Expresses thoughts well and with confidence	✓					
b. Can say address	✓					
c. Can say telephone number			✓			
d. Waits turn to speak		✓				
2. Writing						
a. Uses pencils and crayons properly	✓					
b. Writes own first name properly from memory	✓					
c. Copies simple shapes, designs and pictures		✓				
d. Copies capitals and small letters		✓				

SCHOOL Ardmore TEACHER Mrs. Zelkoff 1980 - 1981

	Good Understanding	Working Toward Understanding	Improvement Needed	Good Understanding	Working Toward Understanding	Improvement Needed
READING READINESS						
1. General Skills						
a. Classifies objects by common properties	✓					
b. Understands the sequence of a story	✓					
2. Visual Skills						
a. Is aware of progression from left to right and top to bottom in printed materials		✓				
b. Sees likenesses and differences in pictures and objects and letters		✓				
c. Names capital letters in random order		✓				
d. Names small letters in random order		✓				
3. Auditory Skills						
a. Understands rhyming	✓					
b. Hears likenesses and differences in consonant sounds		✓				
c. Associates consonant sounds with their letters and identifies them in words (beginning)		✓				
MATHEMATICS						
1. Recognizes and names colors	✓					
2. Recognizes and names shapes		✓				
3. Counts objects to 20		✓				
4. Counts by tens						
5. Recognizes and names numerals to . . 10						
6. Understands order of written numerals (as in dot to dot pictures)	✓					
7. Writes numerals to 10		✓				
8. Associates a set with a numeral	✓					
SPECIAL AREA SUBJECTS						
ART						
1. Participates actively		✓				
2. Uses materials creatively		✓				
MUSIC						
1. Participates actively		✓				
PHYSICAL COORDINATION						
1. Uses large muscles (jumping, hopping, skipping, bouncing balls, balance beam)		✓				
2. Uses small muscles (cutting, pasting, buttoning, coloring, zipping, tying shoes)	✓					

ATTENDANCE RECORD

	First Semester	Second Semester
Days Absent		
Times Tardy		

TEACHER'S CONFERENCE HOURS:
3:15-3:45 Monday, Tuesday, Thursday
By appointment

Assigned to Grade _____ for the next school year.

EXPLANATION OF MARKING SYSTEMS

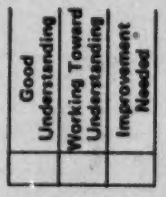
Two marks are used to report your child's progress in school. The one is a letter to grade your child's success in gaining good study habits and good behavior. Letters are also used to report the effort your child is making in school. The second system uses check marks to indicate the particular skills or topics of the subject areas your child is studying.

LETTER MARKS

This symbol	*Means*
C = SPECIAL COMMENDATION	Your child is making exceptional growth or effort – excellent for him or her.
P = ACCEPTABLE PROGRESS	Your child is making the kind of progress or effort that would be expected of him or her – average for him or her.
I = IMPROVEMENT IS NEEDED	Your child is not making the kind of progress or effort he or she should be expected to make – capable of doing better.

CHECK MARKS

The check (√) list system uses the squares and headings shown at the right. They report your child's understanding of the more important topics or skills in a subject area.



A check (√) under the heading	*Indicates*
GOOD UNDERSTANDING	Your child has been working on this topic or skill and has achieved the degree that would be expected of a child at his or her level of performance.
WORKING TOWARD UNDERSTANDING	Your child is presently studying this topic or skill and is making good progress on it but has not yet fully learned it.
IMPROVEMENT NEEDED	Your child is presently working on this topic or skill but is not making the kind of progress of which he or she is capable. *Such a mark will usually be amplified in teacher comments and often indicates something can be done between home and school to help your child.*

IF NO CHECK APPEARS OPPOSITE THE LISTING FOR A SKILL OR TOPIC, THIS AREA IS NOT BEING TAUGHT AT THIS TIME.

YOUR CHILD'S HEALTH

OBJECTIVES

1. The students will become aware of the location of the County Health Department satellites.
2. The students will become aware of the services offered by the immunization clinics.
3. The students will learn health related vocabulary.
4. The students will learn and use selected idioms.

GRAMMATICAL FOCUS

1. Syllabication and pronunciation of health related vocabulary
2. if/should clauses
3. have/has + had (past perfect with have auxilliary)
4. answering questions using appropriate auxilliaries in responses

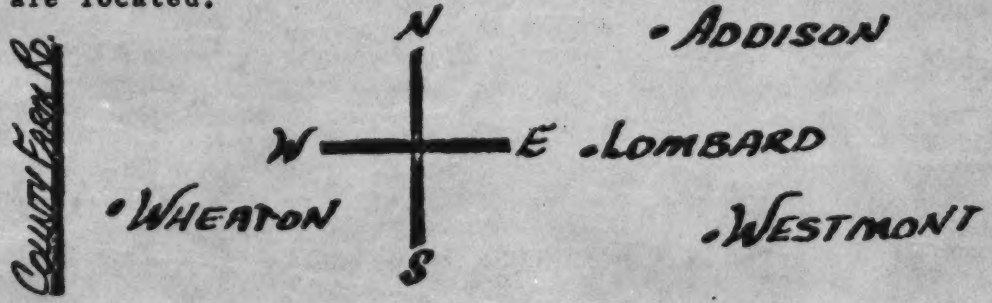
LESSON NOTES

1. Dialogue #1: Discuss the following vocabulary words before you introduce the first dialogue.

   (1) money tree
   (2) physical (examination)
   (3) immunization (immunize)
   (4) County Health Department
   (5) pediatrician
   (6) satellite office
   (7) medical care

   Ask each student if he/she has heard of the County Health Dept. or has used its facilities. Find out who has a pediatrician. Ask the names of the students' doctors and where they practice.

   Draw a map on the board showing where the County Health Dept. offices are located.



2. Model dialogue several times. There are many difficult structures and the vocabulary may be troublesome. Distribute the cloze exercise and have students fill in the blanks while you read the dialogue again. Then students should practice the dialogue with a partner. Finally, several students can "perform" the dialogue for the rest of the class.

3. Listening Exercise: Read each statement or question twice. Students will circle the response that best fits each statement.

1.	Call the doctor for me, please.	(c)
2.	I want to see you after class.	(b)
3.	You must be joking.	(a)
4.	I saw a zebra walking down the street.	(b)
5.	Do you have a family doctor?	(a)
6.	I wish I had a million dollars.	(b)

Dialogues: Do make certain students understand and can use the expressions from the conversation between Mr. Su and Mr. Ferrerra. Have them complete the semi-structured dialogues with a partner. Stress that these should be <u>original</u> dialogues.

4. Distribute the blue pamphlet called "Immunization Clinics". Depending on ability level of the students, have them practice saying the names of the diseases. Find out if the students' native countries also require immunization against these diseases. For next week, students might even bring in their childrens' immunization cards to discuss in class.

Complete work sheet. (Before doing so, demonstrate where diseases cause discomfort or trauma. For example, show students where their glands in the neck are. Draw a picture of a person with swollen glands, etc.)

5. Worksheet II. Common childhood diseases. Have the students read the information silently. Then ask some comprehension questions to see what they recall. Part II can be done orally first and then in writing.

For additional practice ask students what diseases they have had. Focus on the structures: Have you had _____? Yes, I have (or) No, I haven't. Then ask students to question each other. Finally practice Has she had/Has he had?

Optional: Idioms

Focus on: money trees (If money grew on trees, what would you buy? I'd buy a _____.)

So do we all!

You're kidding! (You're joking)

Students may need extra practice on this.

LESSON 10

YOUR CHILD'S HEALTH

Mr. Su: Have you seen any money trees lately?

Mr. Ferrerra: What are you talking about?

Mr. Su: Money! I need some.

Mr. Ferrerra: So do we all!

Mr. Su: Well, three of my kids need physicals and immunizations for school. Medical care is so expensive these days.

Mr. Ferrerra: You're right. Why don't you call the County Health Department?

Mr. Su: What for? We have a pediatrician.

Mr. Ferrerra: I know that, but the county immunizes children from two months to 18 years old for free.

Mr. Su: You're kidding!

Mr. Ferrerra: No, I'm not. Call the satellite office near your house.

Mr. Su: What's the number?

Mr. Ferrerra: You live in Addison, don't you?

Mr. Su: Yes, I do.

Mr. Ferrerra: Well, the number is 620-3325.

CLOZE: Fill in the blanks while your teacher reads the dialogue.

Mr. Su: _____ you seen any _____ trees lately?

Mr. Ferrerra: What _____ you _____ about?

Mr. Su: Money! I _____ some.

Mr. Ferrerra: So _____ we all!

Mr. Su: _____, three of my _____ need physicals _____ immunizations for _____. Medical care is _____ expensive _____ days.

Mr. Ferrerra: You're _____. Why _____ you call the County _____ Department?

Mr. Su: What _____? We _____ a nediatrician.

Mr. Ferrerra: I know _____, but the county immunizes _____ from _____ months to _____ years old for _____.

Mr. Su: You're kidding.

Mr. Ferrerra: No, I'm _____. Call the satelite office _____ your house.

Mr. Su: What's the _____?

Mr. Ferrerra: You _____ in Addison, _____ you?

Mr. Su: Yes, _____ do.

Mr. Ferrerra: _____, the number is _____.

LISTENING EXERCISE

Circle the letter that best responds to each question or statement you hear.

1. a. You're kidding.
   b. What are you talking about?
   c. What's the number?

2. a. Yes, I do.
   b. What for?
   c. So do we all.

3. a. No, I'm not.
   b. You're right.
   c. What are you talking about?

4. a. What for?
   b. You're kidding.
   c. You live in Addison, don't you?

5. a. We have a pediatrician.
   b. What for?
   c. What are you talking about?

6. a. What for?
   b. So do we all.
   c. What's the number?

Complete the following dialogues with a partner. Use your own ideas, not lines from the dialogue you've already heard.

1. A:
   B: You're kidding!
   A: No, I'm not.
   B:

2. A: I need some money.
   B: What for?
   A:
   B:
   A:
   B:

3. A:
   B: You're right.
   A:
   B:

4. A: You live in Addison, don't you?
   B:
   A:
   B:

WORKSHEET I

Part I - Matching

1.	Mumps	a.	Whooping cough
2.	Polio	b.	most serious childhood disease
3.	Tetanus	c.	three-day measles
4.	Measles	d.	swelling of glands
5.	Diptheria	e.	high fever, sore throat, difficulty breathing
6.	Rubella	f.	paralysis
7.	Pertussis	g.	severe muscular contractions in jaw and neck

Part II - Alphabetize the seven diseases listed above. Then divide each word into syllables.

1. _____ _____
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____
6. _____ _____
7. _____ _____

WORKSHEET II

Common Childhood Diseases - Read the following information and answer the questions.

CHICKENPOX - Isolation not less than six days following eruption. Scabs, if present, must be dry.

GERMAN MEASLES - Isolation not less than four days after appearance of rash.

MEASLES - Isolation until well, usually seven to ten days.

MUMPS - Isolation until all swelling has disappeared.

SCARLET FEVER - If under antibiotic therapy, isolation for a minimum of three days from onset and thereafter until nose, ears, and glands are normal on inspection.

All cases of suspected contagion are to be reported promptly to the school by the parent.

Parents are urged to keep their child at home when the child has a cold, a cough, or a fever. No child is to be readmitted to school whose temperature has not been normal (98.6) for at least 24 hours. An elevation of temperature is accepted as evidence that complete recovery has not taken place.

Pupils with a temperature of 99.6 or over will normally be sent home from school as a precautionary measure.

1. If your child has the mumps, when can your child return to school?

_____

2. If your child gets chickenpox, how many days should the child be isolated?

_____

3. If your child has the German measles, how long should the child stay home?

_____

WORKSHEET II (con't)

4. If your child gets measles, how long should your child be isolated?

_____

5. If your child has scarlet fever, how many days should your child be isolated?

_____

6. If your child has a fever, how long should your child stay home?

_____

7. What is a normal temperature? _____

8. Can your child be immunized against chicken pox? _____

9. Can your child be immunized against mumps? _____

10. Can your child be immunized against scarlet fever? _____

In Case of Illness or Inability to Keep Appointment

Please call and let us know. We will give you another appointment. If your child has a cold, cough, diarrhea or fever, please call and cancel your visit to the clinic.

North Satellite Office
Du Page County Health Department
1111 W. Lake Street
Addison, Illinois 60101
620-3325

West Satellite Office
Du Page County Health Department
111 N. County Farm Road
Wheaton, Illinois 60187
682-7560

East Satellite Office
Du Page County Health Department
1111 E. Jackson Street
Lombard, Illinois 60148
620-3350

Southeast Satellite Office
Du Page County Health Department

SOUTHEAST SATELLITE
422 N. Cass Avenue
Westmont, IL 60559
Phone: 969-7030

DuPage County Health Department

Immunization Clinics

A Service to Prevent Childhood Diseases

What is the Immunization Clinic?

A place where children of families who are unable to provide those services through their own physicians may receive free immunizations against dangerous infectious diseases.

Who Can Attend?

Any child age 2 months to 18 years may attend. A parent or legal guardian must accompany the child. If this presents a problem to you, please call your Satellite office.

Where is it Located?

The Satellite office nearest you. Telephone number and addresses are on the back of this brochure.

How to Use the Service?

Bring all records of immunizations from your doctor or clinic (including records of tetanus received in a hospital emergency room). If you have no records, inform the appointment clerk at the health department office **before** attending the clinic.

What Happens at the Clinic?

A Public Health Nurse will determine which immunizations your child needs. You will be asked to read and sign a consent form for each immunization.

PREVENTABLE DISEASES

We may immunize against the following diseases. All except Polio are given by injection.

DIPHTHERIA causes high fever, weakness, severe sore throat, and difficulty in breathing. The vaccine is given in combination with tetanus and pertussis (whooping cough). It is known as DTP. The child over 6 years is given tetanus with diphtheria as Td.

TETANUS (Lockjaw) affects the nervous system causing severe muscular contractions, especially in the jaw and neck. It may occur following an injury in which the wound has become infected with tetanus toxin.

PERTUSSIS (Whooping Cough) is a disease of early childhood. Infants may become seriously ill. Immunization is not necessary to children over age six.

POLIOMYELITIS (Polio) attacks the central nervous system and can result in paralysis or death. This immunization is a liquid taken by mouth.

DuPage County Health Department

MEASLES (Hard, red, 7-10 day measles) is the most serious of the common childhood diseases. In one out of 12 cases, some complication such as ear or sinus infection occurs. In approximately one out of 1,000 cases, a child develops encephalitis (inflammation of the brain). This can cause death or leave the child with a permanent disability.

RUBELLA (3-day or German Measles) is generally thought of as a mild, harmless childhood disease, but it is one of the leading causes of birth defects in the United States. When mothers contract rubella in early pregnancy, their babies often have birth defects such as blindness, deafness and heart deformities.

MUMPS is generally considered a mild childhood disease marked by swelling of the glands in the upper neck region and a mild to moderate fever. The effect may be more severe when illness occurs at an older age. Rarely it may result in permanent damage to the central nervous system.

THE TB TEST is not an immunization and DOES NOT protect your child from a disease. The TB test is a simple skin test which shows whether or not an individual has been exposed to tuberculosis germs.

THE DUPAGE COUNTY HEALTH DEPARTMENT

OBJECTIVES

1. The student will become familiar with the variety of services rendered by the county health department.
2. The student will practice making telephone calls requesting information from the county health department.
3. The students will learn the function of the professional and occupational staff who are employed by the county health department.

GRAMMATICAL FOCUS

1. use of selected idiomatic expressions
2. do/does auxilliary with do verb (Example: What does a microbiologist do?)
3. ist, er endings
4. who clauses

LESSON NOTES

1. Model the three conversations at least twice. Ask some comprehension questions. Students should then attempt to practice each dialogue orally without seeing the printed words. Stress proper rhythm and intonation for questions and exclamatory statements. After sufficient practice, pass out cloze sheets. Students should finish these by themselves. Then let pairs of students practice the dialogues.

2. For further practice, introduce the semi-structured dialogues. Students can complete these extemporaneously or by writing down their answers on paper first and then practicing orally.

3. Distribute the blue Health Department brochures to each student. Stress that most services listed are free to all residents of the county. Have students look at each of the colored sheets and point out at least one or two services that are described on each sheet. Students might be directed to roll play phone calls inquiring about some of the services.
   Suggestions: fluoride mouth rinsing, diet counseling, blood pressure screening, vision and hearing screening, etc.

4. Pronounce each professional or occupational listing under the "Who Are The Staff?" section. Have students try to determine the number of syllables in selected words. Review vowel and consonant sounds if necessary.

5. Play an "occupational" game with the students. Give each student a job title (see cards). Give each student a problem (not related to their job title). Students should try to locate the person who can solve their problem. Review the function of each job. Assign worksheets. Do both orally and in writing. Do the oral practice first.

EPIDEMIOLOGIST	ECOLOGIST	PHYSICIAN
PSYCHIATRIST	VISION TECHNICIAN	MICROBIOLOGIST
DENTAL HYGIENIST	NURSE PRACTIONER	NUTRITIONIST
VOLUNTEER SERVICE WORKER		

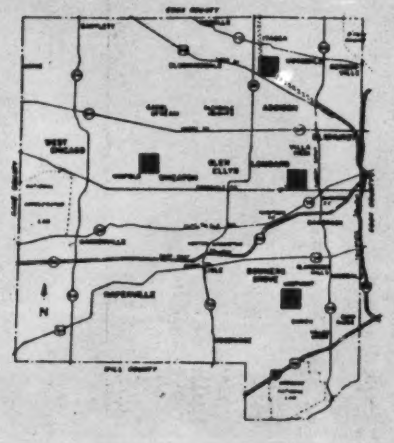
YOU NEED YOUR TEETH CLEANED	YOU NEED YOUR EYES TESTED	YOU WANT YOUR 6-MONTH OLD EXAMINED BY A DOCTOR
YOU NEED TO FOLLOW A LOW SODIUM DIET	YOU WANT THE WATER FROM YOUR WELL TESTED	YOU JUST GOT OUT OF THE HOSPITAL AND NEED SOME MEDICAL CARE AT HOME
YOU WANT TO HELP DELIVER HOME MEALS	YOU ARE VERY DEPRESSED AND CAN'T SLEEP	YOU THINK THERE IS A SCARLET FEVER OUT-BREAK AT YOUR CHILD's SCHOOL
THERE ARE RACOONS IN YOUR GARAGE		

HOW ARE THE SERVICES OBTAINED?

— available through 4 satellite offices as shown on the map below

— contact the nearest office by phone, mail or personal visit.

SATELLITES OF DU PAGE COUNTY



THE DU PAGE COUNTY HEALTH DEPARTMENT

Contact your closest Satellite office

EAST SATELLITE
1111 E. Jackson Street
Lombard, IL 60148
Phone: 620-3350

SOUTHEAST SATELLITE
422 N. Cass Avenue
Westmont, IL 60559
Phone: ~~620-3373~~ 969-7030

NORTH SATELLITE
1111 W. Lake Street
Addison, IL 60101
Phone: 620-3325

WEST SATELLITE
111 N. County Farm Road
Wheaton, IL 60187
Phone: 682-7560

Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.

Definition by World Health Organization

DU PAGE COUNTY HEALTH DEPARTMENT
ESTABLISHED MARCH 13, 1918
WHEATON ILLINOIS

THE DU PAGE COUNTY HEALTH DEPARTMENT

111 NORTH COUNTY FARM ROAD
WHEATON, ILLINOIS 60187
Phone: 682-7400

DuPage County Health Department

Promoting Health and Preventing Disease

WHAT IS THE HEALTH DEPARTMENT?

— the county agency made possible by state law to promote health and prevent disease for ALL the residents of DuPage County

. . organized into five divisions

— Administration
— Education & Information
— Environmental Health
— Mental Health
— Nursing

. . governed by the Board of Health

— appointed by the County Board

— comprised of eight non-salaried members

— composed of health professionals, consumers and one member of the County Board.

— in 1945, the department was approved by popular vote through a referendum.

HOW IS THE DEPARTMENT FUNDED?

— primarily from a tax on real property at the rate of $1.00 per $1,000 assessed valuation.

— with supplementary funds from

. . State Department of Public Health

. . State Department of Mental Health and Developmental Disabilities

. . special grants

. . service fees

. . contractual agreements.

WHAT CAN THE HEALTH DEPARTMENT DO?

— makes available

. . health information
. . consultation regarding issues of public health
. . direct assistance in preventing disease
. . recommendations for establishing health policies throughout the county for municipalities, school districts and other groups.

— provides a variety of services

. . through
— individual conferences
— small and large group activities

. . in
— the health department facilities
— a variety of community settings

. . such as
— medical consultation for physicians and residents
— birth and death certification
— health teaching and sharing of educational resource materials
— community programming for high risk groups of the population
— environmental inspections and regulations
— laboratory testing supportive to health department services
— dental disease prevention
— appropriate referrals for people with health-related problems
— consultation for professionals in schools, social agencies, churches
— mental health diagnostic and treatment services for adults and children
— family health supervision, school health activities, rehabilitation of chronically ill and handicapped
— clinics: immunization, well child conferences, family planning, venereal disease.

WHO ARE THE STAFF?

— qualified health professionals and supporting personnel include:

. . physicians
. . epidemiologist
. . microbiologists

. . engineers, ecologist, sanitarians

. . psychiatrists, psychologists, social workers, mental health workers

. . public health nurse practitioners, school health aides, vision and hearing technicians

. . dental hygienists, consulting dentists
. . health educators
. . librarian
. . nutritionists
. . social service workers
. . volunteer service workers

. . business managers, accountants, bookkeepers, printer, secretaries, clerks

. . building maintenance staff.

WHAT IS THE COST?

— most services are free to all residents of the county

— fees are charged for certain clinical services, but no one is denied because of inability to pay

— fees are charged for certain environmental health services.

OFFICE OF THE EXECUTIVE DIRECTOR — 682-7400

— responsible for the overall management of the Health Department (5 divisions)
— gives medical direction in matters of health alerting the community when indicated, consultation to physicians in areas of their public health concerns and acts as liaison for concerns of the State Department of Public Health with DuPage County
— works with other health, social and governmental agencies
— cooperates with Health Systems Agency's plans to help meet the needs of DuPage County.

ADMINISTRATION

— provides for budget accountability, computer programming, statistical compilation, personnel, and building maintenance along with the following direct services.

General Information — 682-7400
Directs inquiries to appropriate personnel.

Epidemiology — 682-7568
— Coordinates all communicable disease information, reports and follow-up.
— Provides information regarding immunizations required for foreign travel.

Laboratory — 682-7584
— Performs water quality analysis.
— Performs serological testing, bacteriological cultures.
— Microscopic examination for selected disease control.

ENVIRONMENTAL HEALTH —

Engineering — 682-7046
Sanitation — 682-7109

Directed toward control of the major factors in man's physical environment which may have a deleterious effect on health.

Food Sanitation — all establishments which serve or sell food operate under annual permits and are inspected regularly. Follow-up inspections are made when conditions are discovered which require corrective action. Fees charged for permits.

Potable Water Supplies — public water systems are inspected annually and water samples are collected and tested; private wells inspected and sampled on request. Permits are issued by the health department for wells in incorporated communities. The DuPage County Building Department issues permits for wells in unincorporated areas.

Private Sewage Disposal — the design and installation of all private sewage disposal systems within the county are jointly regulated by the county Building Department and the Health Department. Reports of malfunctioning systems are investigated and corrections required whenever system failure is verified.

Mortgage Surveys — when any property served by a private water supply and/or sewage disposal facility is offered for sale, an inspection is made to evaluate those systems. A fee is charged.

Solid Wastes — sanitary landfills are inspected and regulated.

Nuisance Control — complaints such as inadequate garbage disposal, insects, rodents, odors, etc., are investigated and attempts are made to resolve the problem.

Public Swimming Pools — all public swimming pools are inspected every 7-10 days and water samples are collected for laboratory analyses.

EDUCATION AND INFORMATION

Dental Health — 682-7776
— administers weekly fluoride mouth-rinsing in schools to reduce dental decay.
— plans and conducts educational programs, stressing methods for controlling dental disease.
— assesses the oral health of children and adults attending Well Child, School Age/Adolescent and Adult Health Conferences.
— when possible, assists county residents unable to obtain their own dental services.

Health Education — 682-7310
— provides staff and the community with health teaching and resource materials.
— aids in community programming.
— responsible for public relation activities.

John P. Case Library — 682-7372
— maintains a collection of books, periodicals, and audiovisuals in all areas of public health.
— open to public for in-room use, including Tuesday evenings 6-9 p.m.
— audiovisual collection circulates to schools and community organizations.
— provides reference services and literature searching for staff and public.
— participates in Interlibrary Loan activities.

Nutrition — 682-7556
— provides nutrition education through community programs and various health department conferences.
— provides diet counseling services.
— provides consultation and assistance to staff and communities in meeting nutrition needs.

MENTAL HEALTH — 682-7570

Out-Patient Care — diagnostic evaluation and psychological testing; individual, group, family, and marital therapy; crisis intervention; medication evaluation/provision; home visits; coordination of hospitalizations, participation in treatment program during hospitalization and coordination of discharges; sliding fee scale according to ability to pay determined by income and family size.

Substance Abuse — treatment and prevention services provide for abuse of and addiction to alcohol, "street" drugs, and prescriptions. Service and fees are the same as those for out-patient care.

Emergency Service — 24-hour/7 day answering service #682-7777.

Community Day Treatment Services — aid post-hospitalized patients and patients in danger of hospitalization. The program includes 5-day a week intensive individual, group, and milieu therapy and training in life skills e.g. shopping, meal preparation, applying for jobs, etc.

Transitional Living — residential programming for those adults who have experienced emotional problems and are in need of support and assistance as they attempt to achieve independent living. Independent apartment and group home living with 24-hour supervision and assistance is available.

Prevention Services — early indentification and treatment of mental health problems; programs geared to life stresses and their effective management e.g. divorce, bereavement etc.; case consultation to public and private community resources, and training of other care-givers e.g. mental health, nursing, police, schools.

Forensic Services — evaluation and consultation to courts; consultation to public defender's and state's attorneys; consultation and training to correctional system e.g. probation, jail and counseling services to jail inmates.

ENVIRONMENTAL — HEALTH

Institutional Sanitation — in cooperation with school officials, public, parochial and private schools are inspected annually. The five hospitals in DuPage County are also inspected annually.

Air Pollution — seven air sampling stations are operated and maintained.

Miscellaneous Activities — participates in Recreational Area Sanitation, Insect and Rodent Control, Housing and Subdivision Control (Plat Review Committee for proposed subdivisions).

ADMINISTRATION

Vital Statistics — 682-7378
- — Certifies births and deaths. Makes copies upon request for the fee of $3.00 a copy and $2.00 for each additional copy of the same certificate.
- — Maintains Vital Statistics records for entire county.

EDUCATION AND INFORMATION

Social Services/Information & Referral — 682-7542
- — provides assistance in selecting appropriate resources for people needing help in the areas of family relations, financial, housing, legal, retirement and nursing home placement.

Volunteer Services — 682-7391
- — recruits, trains, provides follow-up, counsels and gives recognition to health department volunteers. Services include home delivered meals, Well Child Conferences, Friendly Visitors, Transportation.
- — cooperates with community organizations in providing voluntary services.

NURSING — 682-7567

Public Health Nurses are available for home visits to assist and counsel individuals and families with their health needs and concerns regarding:

- Preparation for childbirth and parenting
- Child development
- School health problems
- Communicable disease control
- Understanding and coping with acute illness and chronic disease, mental retardation, mental illness, physical or emotional disability
- Good health practices
- Disease prevention
- Learning to care for family members in the home who are ill
- Coordination of health care with other health facilities and community resourses

School Nursing Services

- Full time contractual school nursing services by request
- Limited school nursing service for schools which do not have school nurses on their faculty

Immunization Clinics - Children To Age 18

Family Planning Services

Venereal Disease Clinic

Screening Programs In Satellite Offices And Various Community Settings

- Vision and hearing
- Blood pressure screening

Hospital Based Continued Care Program

- Planning with physicians, patients and families for care following hospital discharge

Educational Programs For:

Expectant parents
Parenting groups
Individuals with special health needs and common problems
Other community groups as requested

The following Conferencees are held in the satellite offices and community sites to provide physical examinations and ongoing health supervision to individuals and families. Financial eligibility is required.

Well Child Conferences (WCC) — Infancy Through Pre-School Years and School Age And Adolescent Conferences (SAAC) — Through Age 18

Physical assessment
Developmental screening
Blood and urine screening tests
Health counseling
Dental health education and screening
Nutrition consultation
Mental health consultation
Immunizations

Adult Health Conferences (AHC) 60 And Older

Physical and dental assessment
Health counseling
Vision/Hearing screening
Blood and urine screening tests

LESSON 11

THE DUPAGE COUNTY HEALTH DEPARTMENT

CONVERSATION #1

MARIA: I'm so excited! My husband and I are going to Peru for a vacation.

ANNA: That sounds wonderful. What shots do you need to get before you leave?

MARIA: I don't know. Who should I call?

ANNA: Call the County Health Department. It provides information about immunizations required for foreign travel.

CONVERSATION #2

MR. SU: What did you do today?

MRS. SU: Oh, I went to school to learn about kindergarten registration.

MR. SU: So, what did you find out?

MRS. SU: We need copies of the boys' birth certificates.

MR. SU: How do we get them?

MRS. SU: From the County Health Department. Birth certificates cost $3.00 a copy.

CONVERSATION #3

MR. MARQUEZ: How are things?

MR. GORZ: Not so good.

MR. MARQUEZ: What's wrong?

MR. GORZ: Well, I'm having trouble with my neighbors again.

MR. MARQUEZ: What is it this time?

MR. GORZ: Rats.

MR. MARQUEZ: Rats! Tell me about it.

MR. GORZ: There's so much junk next door that the yard is attracting rats.

MR. MARQUEZ: What are you doing about it?

MR. GORZ: Well, I called the County Health Department, and they're going to send out some inspectors.

CLOZE EXERCISES

CONVERSATION #1

MARIA: I'm _____ excited! My husband and I _____ going to Peru for a _____.

ANNA: _____ sounds wonderful. What shots do you _____ to get before you _____?

MARIA: _____ don't _____. Who should I _____?

ANNA: _____ the County _____ Department. It _____ information about immunizations for _____ travel.

CONVERSATION #2

MR. SU: What did you _____ today?

MRS. SU: _____, I went to _____ to learn about _____ registration.

MR. SU: _____, what did you find _____?

MRS. SU: We need _____ of the boys' _____ certificates.

MR. SU: How do we _____ them?

MRS. SU: _____ the County Health Department. Birth certificates _____ $3.00 a copy.

CLOZE (continued)

CONVERSATION #3

MR. MARQUEZ: How are _____?

MR. GORZ: Not _____ good.

MR. MARQUEZ: What's _____?

MR. GORZ: _____, I'm having _____ with my neighbors _____.

MR. MARQUEZ: _____ is it this time?

MR. GORZ: _____!

MR. MARQUEZ: Rats! _____ me about it.

MR. GORZ: There's so much _____ next door that the _____ is attracting rats.

MR. MARQUEZ: What _____ you doing about _____?

MR. GORZ: Well, I _____ the County _____ Department, and they're going to send out some inspectors.

SEMI-STRUCTURED DIALOGUE

CONVERSATION #1:

A: Oh, I'm so excited!

B: Why? What's new?

A:

B:

CONVERSATION #1

A:

B: That sounds wonderful.

CONVERSATION #2

A: What did you do today?

B:

A: That sounds interesting.

B:

CONVERSATION #2

A: I have a problem.

B:

A:

B: Call the County Health Department.

CONVERSATION #3

A: How are things?

B:

A: That's too bad.

B:

A: What's new?

B:

A: Tell me about it.

B:

WORKSHEET - PART I

What does a physician do?

A physician examines sick people.

What is a physician?

A physician is a person who examines sick people.

1. What does a dental hygienist do?

_____

2. What does a volunteer service worker do?

_____

3. What does a microbiologist do?

_____

4. What does a nutritionist do?

_____

5. What does a vision and hearing technician do?

_____

6. What does a psychiatrist do?

_____

7. What does an epidemiologist do?

_____

8. What does a nurse practioner do?

_____

WORKSHEET - PART II

1. What is a nutritionist?

_____

2. What is a volunteer service worker?

_____

3. What is a vision and hearing technician?

_____

4. What is a psychiatrist?

_____

5. What is a nurse practioner?

_____

TELEPHONE TAPES

OBJECTIVES

1. The student will listen to telephone tapes which provide medical information.
2. The student will become aware of additional telephone services (hot lines/dial-a-_____).
3. The student will become familiar with selected synonomous expressions.

GRAMMATICAL FOCUS

1. Use of selected idiomatic expressions
2. Answering questions

LESSON NOTES

1. Introduction: This unit will require students to use their home telephones to listen to tape(s). Before beginning the lesson, distribute Tel-Med handouts to students the week before the lesson will be studied so students can listen to Tape #226. Stress that students can call and listen to the tapes as many times as they wish before they answer the listening questions. Go over the worksheet questions orally with students.

   The Tel-Med section might be too difficult for students so use discretion in assigning it. Focus on the sections which would be of interest to parents. Tapes are listed under more than one category.

2. Find out how many students have used the following telephone services by asking the questions below. This can be both an information seeking and a listening exercise.

   (1) Do you ever call for the correct time?
   (2) Have you ever called for the weather report?
   (3) Have you ever called "Dial-a-Joke"?
   (4) Do you ever call "Dial-a-Prayer"?
   (5) Have you ever called "Dial-a-Story"?
   (6) Do you call the "Grammar Hotline" in Bloomington?

   Ask students to go home and consult their telephone books to find other "Dial-a-_____" agencies.

   Talk about hotlines. Ask students if such things exist in their native countries. What do they think about such telephone services?

(OVER)

3. Present Conversation #1 in the usual fashion. (Students listen, then practice as a group and finally in pairs. This conversation will be presented again, conveying the same information but using different words and expressions). Ask some comprehension questions to check students' listening abilities.

   For example:
   1. How many people are talking?
   2. Who is sick?
   3. What's the problem?
   4. What is the mother going to do?
   5. What is the friend's suggestion?
   6. What is the phone number that is given?

4. Present Conversation #2 in the same manner as #1. Give the following dictation to the students. Tell the students how many words will be in each sentence. Say each statement or question only once. Put the correct answers on the board and let the students correct their own papers.

   (4) 1. How are you doing?
   (6) 2. I'm so sorry to hear that.
   (4) 3. I really don't know.
   (3) 4. It's my pleasure.
   (4) 5. What would you do?
   (3) 6. That sounds okay.
   (4) 7. Think nothing of it.

5. Listening Comprehension: Distribute worksheets to the students. Instruct them to circle the letter of the answer that would be the best response to the questions you read or the letter of the answer that would mean the same as the statement you read.

   1. How are things?
   2. What's wrong with her?
   3. Do you have the number?
   4. Why don't you call the DuPage County Health Dept.?
   5. How are you doing?
   6. Thanks a lot.
   7. My son has been very ill.
   8. I had a car accident today.
   9. Thank you for your help.
   10. What's new with you?

6. Controlled Conversation: Students should complete the following dialogues. It is up to the teacher whether the students can write out the answers ahead of time or just answer extemporaneously.

7. Pass out the yellow health department brochures entitled, "When You Have A Problem". To check students' abilities to read and repeat numbers, ask each student what his/her phone number at work or home is. Give one student a list of about five phone numbers to dictate to the other students. Ask students to read the brochure over. Tell them you will ask them some questions:

   1. How much does the service cost?
   2. Who will you speak to if you call?
   3. How old should you be to use this service?
   4. Name three kinds of problems you can get help for.

8. Write these words on the blackboard, and ask the students how to pronounce them.

PRONUNCIATION PRACTICE

child	chronic
cheese	chrome
cheap	stomach ache
church	school
change	Christian
chop	chasm
chase	chemical
cheetah	chorus
chew	chiropractor
chin	chlorine
chive	

Do not concern yourself with comprehension. Just work on the sounds. Most often ch is ch as in chin. Ch is pronounced K in words with Greek origins. Pass out dictionaries and ask various students to look up the origin of the words on the board.

Sentences:
1. This cheap cheese gives me a stomach ache.
2. That chap goes to a Christian school.
3. The cheetah chases chiropractors.
4. Change the chives to cheese.

LESSON 12

Conversation #1

Mrs. Ghazal: Hello, Corrine. I didn't expect to see you here. How are you doing?

Mrs. Barbeau: No so good. My daughter has been so sick this year. She has missed school every week.

Mrs. Ghazal: What's wrong with her?

Mrs. Barbeau: Everything! She's had colds, fevers, sore throats, ear aches, the flu, and anything else you can think of.

Mrs. Ghazal: I'm so sorry to hear that. What are you going to do with her?

Mrs. Barbeau: I really don't know. Do you have any suggestions?

Mrs. Ghazal: How about calling the County Health Department's information and referral service?

Mrs. Barbeau: Okay. What's the number?

Mrs. Ghazal: 682-7542

Mrs. Barbeau: Thanks a lot.

Mrs. Ghazal: Anytime. It's my pleasure.

LESSON 12

Conversation #2

Mrs. Ghazal: Hi Corrine. I didn't know I'd be seeing you. How are things?

Mrs. Barbeau: Not very good. My daughter has been very ill this year, and she has missed a lot of school.

Mrs. Ghazal: What's the problem?

Mrs. Barbeau: You name it! She's had colds, fevers, sore throats, ear aches, the flu, and what not.

Mrs. Ghazal: What a shame! So what are you going to do about her?

Mrs. Barbeau: I don't know anymore. I'm all out of ideas. What would you do?

Mrs. Ghazal: Why don't you call the County Health Department to see what they suggest?

Mrs. Barbeau: That sounds okay. Do you have the number?

Mrs. Barbeau: I really appreciate your suggestion.

Mrs. Ghazal: Think nothing of it. I'm happy to help.

LISTENING COMPREHENSION WORKSHEET

1. A. I'm fine, thank you.
   B. Not so good.
   C. I haven't seen you lately.

2. A. You name it!
   B. That sounds okay.
   C. Think nothing of it.

3. A. Thanks a lot.
   B. I'm happy to help.
   C. Sure.

4. A. Okay.
   B. Anytime.
   C. It's my pleasure.

5. A. Everything!
   B. I'm all out of ideas.
   C. Not very good.

6. A. Think nothing of it.
   B. What would you do?
   C. I really don't know.

7. A. I'm happy to help.
   B. What's the number?
   C. I'm sorry to hear that.

8. A. That sounds okay.
   B. What a shame!
   C. Anytime.

9. A. I really appreciate your suggestion.
   B. Anytime.
   C. Do you have any suggestions.

10. A. Everything.
    B. I don't know any more.
    C. It's 682-7542.

Name_____

Tel-Med Worksheet

Listen to tape 226 as many times as you need to before you answer these questions.

1. If your child has a fever of _____, she should not go to school.
2. If you do not have a thermometer, use the back of your hand on your child's _____.
3. If your child has a hacking cough, he should stay in _____.
4. If your child has a rash, keep him _____.
5. If your child has diarrhea, do not give her _____ or _____ _____.
6. If your child has a headache, he should _____ go to school.
7. Give your child loving attention if she is very tired, nervous, or is crying a lot and keep her _____.
8. If you don't have a doctor, call _____ (the Physician referral number.)

CONTROLLED DIALOGUES

1. A.
   B. I didn't expect to see you here.
   A.
   B. Not much.

2. A.
   B. I'm sorry to hear that.
   A.
   B. I really don't know.

3. A.
   B.
   A. Thanks a lot.
   B.

4. A.
   B. What a shame!
   A.
   B.

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TEL-MED

What is TEL-MED?
Tel-Med is a collection of 3-5 minute pre-recorded health messages which have been carefully selected to help you:

- remain healthy
- recognize early signs of illness
- adjust to serious illness

The tapes are designed to provide health-care information to persons in the privacy of their own home without charge. The tapes have been screened by physicians on the staff of Lutheran General Hospital to insure accuracy and appropriateness.

TEL-MED Does Not:

- replace your family doctor
- diagnose your illness
- serve as an emergency treatment

Time and days
Monday through Friday 10:00 a.m.- 9 p.m.

CALL 696-5525

Tape No.	
429.	**What is Tel-Med?**
	ACHES AND PAINS
201.	Neck Pains
70.	Sore Throat
35.	Understanding Headaches
194.	What Happens When a Disc "Slips"?
	ARTHRITIS - RHEUMATISM
131.	Arthritis and Quackery
127.	Arthritis - Rheumatism
129.	Bursitis
125.	Rheumatoid Arthritis
	BIRTH CONTROL
54.	Birth Control
58.	Diaphragm, Foam and Condom
56.	Intrauterine Devices
55.	The Pill
57.	The Rhythm Method
53.	Tubal Ligation
1.	Vasectomy - Birth Control for Men
	CANCER
6.	Breast Cancer
176.	Cancer of the Prostate Gland
185.	Cancer of the Skin
183.	Cancer's Seven Warning Signals
189.	Childhood Cancers
184.	Hodgkin's Disease
179.	Lung Cancer
	CHILDHOOD PROBLEMS
71.	Aspirin for Children: When? Why? How Much?
3.	Can Medicines in Your Home Poison Your Child?
261.	Care of the Newborn
229.	Chickenpox
225.	Croup
73.	Earache in Children
80.	How to Check the Spread of Ringworm
83.	Impetigo
17.	Lockjaw - The Inescusable Death
224.	Mumps

Tape No.	
	CHILDHOOD PROBLEMS
49.	"No-No": What Does it Mean to be a Toddler?
200.	Normal Feet in Children
401.	Personal Hygiene for a Child
75.	Pinworms: A Common Nuisance
227.	Red, or Hard Measles and German, or Three-Day Measles
20.	Rheumatic Fever - Protect your Child
43.	Stuttering and Other Speech Problems of Children
262.	Sudden Infant Death
263.	Teething
48.	Thumbsucking: How Serious is it?
81.	Tics: A Child's Outlet for Anxiety
402.	"Where Did I Come From, Mama?"
	CONCERNS ABOUT SEX
896.	Female Sexual Response
16.	Gonorrhea
1050.	Male Sexual Response
15.	Syphilis: Early Treatment - Early Cure (See also Birth Control)
	CONCERNS OF MEN
175.	Fears of the After-Forty Man
1060.	Male Sexual Response
1.	Vasectomy - Birth Control for Men
	CONCERNS OF WOMEN
883.	Caring for Yourself After a Baby
896.	Female Sexual Response
882.	Emotional Feelings After Childbirth
39.	Feminine Hygiene in the Age of Advertising
889.	Hysterectomy
42.	"I'm Just Tired, Doctor"
173.	Menopause: What are the Facts?
526.	Mammography
884.	Menstruation
31.	Vaginitis
182.	What Is A "Pap" Test?
74.	Why A "D & C"?
	DIABETES
608.	Answers to Questions Often Asked About Diabetic Diets

Tape No.	
	DIABETES
22.	Foot Care for Diabetics and Others With Poor Circulation
	DIET AND NUTRITION
604.	A Guide to Good Eating
609.	Answers to Questions Often Asked About Diabetic Diets
603.	Breakfast. Why Is It Important?
600.	Cholesterol in Your Diet
23.	Diet and Heart Disease
605.	Food Stamps and Good Nutrition
601.	Low-Salt Diets
606.	Nutrition in Pregnancy
403.	The Young Child's Eating and Meals - Pleasure or Problem?
	DIGESTIVE PROBLEMS
630.	Diarrhea
662.	Diverticulosis - Diverticulitis
631.	Gallbladder Trouble
45.	Indigestion: Too Much of a Good Thing
219.	Laxatives: Use Them Rarely - If At All!
198.	Peptic Ulcer
2.	What is a "Normal" Bowel Movement?
	DRUG ABUSE
136.	Amphetamines and Barbiturates - Up and Down
134.	LSD
137.	Marijuana
138.	Narcotics
	EYE PROBLEMS
9.	Glaucoma
	FIRST AID AND SAFETY
121.	First Aid for Bee Stings
123.	First Aid for Chemical Burns
93.	First Aid for Electrical Shock
108.	First Aid for Fainting
98.	First Aid for Head Injuries
109.	First Aid for Persons With Epilepsy
96.	First Aid for Poisoning by Mouth
91.	First Aid for Severe Bleeding
147.	Lady Beware!

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FOR A WEALTH OF IMPORTANT INFORMATION

THE COMMUNITY INFORMATION PAGES SECTION IS YOUR QUICK REFERENCE SOURCE.
TAKE A QUICK LOOK NOW – YOU WILL KEEP COMING BACK FOR MORE.

Oakbrook Terrace

BUTTERFIELD RD B1
EISENHOWER RD C1
ELDER LN D1-E2
ELM CT B2
ELM PL D1
FRONTAGE RD D1
HALSEY RD D1
HODGES RD E1
KARIBAN RD D1
LEAHY RD D1
MAC ARTHUR DR D1
MAPLE PL C1
MARSHALL RD C1
MIDWEST RD C1
MONTEREY AV E1
NIMITZ RD C1
OAKLAND AV D2
ORCHARD PL D1
PATTON AV D2
ROOSEVELT RD D2
ROUTE 83 ..... E1
SPRING RD E1
STILLWELL RD D1
SUMMIT AV-S C1
WASHINGTON RD E1
14TH ST B2
16TH ST D2
22ND ST D1

Villa Park

ADAMS ST B6
ADDISON RD-N A11
ADDISON RD-S A6
ADELE AV A12
ADELE CT-E D12
APLEY LN B2
ARDMORE AV B6
ARMITAGE AV B12
ASHBY LN B2
ASTOR CT C7
BEACH ST C10
BELDEN AV B12
BEVERLY AV C10
BIERMAN AV A6
BLACKSTONE PL D6
BUCKINGHAM LN B6
BUTTERCUP LN C2
BUTTERFIELD RD A1
CENTRAL BL A7
CHARLES AV C9
CHATHAM AV C10
CONGRESS ST C5
CORNELL AV C6
CREEKSIDE AV D11
CRESCENT DR C6
CROSS CT C3
DAMBY ST B2
DILLON LN B2
DIVISION ST B6
DOUGLAS AV C10
ELIOT LN B2
ELLSWORTH AV C10
ELM ST B6
EUCLID AV C6
FAIRFIELD AV B6
FAY AV C12
FRANK ST C6
FRONTAGE RD C6
FULTON AV C10
GERARD AV D10
GRANT ST C6
HAMILTON AV D10
HAMILTON LN A6
HARRISON ST C6
HARVARD AV B10
HIGHLAND AV C7
HIGH RIDGE RD B6
HILL ST C11
HOLLY CT A6
HOLYOKE LN B2
HOME AV B6
HUGO CT A10
ILLINOIS AV C9
INGERSOLL LN B2
IOWA AV A10
JACKSON ST B6
JAMES ST A11
JAMESTOWNE LN B2
JULIA DR C6
KENILWORTH AV A6
KIRKLAND LN B2
KNOLLWOOD LN B2
KOLBERG CT D4
LAKE DR D4
LATHROP LN B2
LESLIE LN B2
LINCOLN AV A10
LOWELL LN B6
MADISON ST C6
MANOR AV D11
MAPLE ST C10
MAPLE ST A10
MICHIGAN AV A6
MISSION AV A6
MONROE ST B6
MONTEREY AV D6-D6
MORNINGSIDE DR C6
MYRTLE AV B6
NEW ST C6
NORTH AV C11
OAK CT B6
OAK ST C6
OAKLAND AV D6-D6
ORCHARD HILL CT C4
OVALTINE CT D6
PARK BL B7
PINE CT C10
PLEASANT AV B10
PLYMOUTH ST A10
PRINCETON AV B9
RADFORD LN B2
RAND RD B6
RIDGE RD-W A11
RIORDON RD C6
RIVERSIDE CT B7
RIVERSIDE DR B6
ROOSEVELT AV C11
ROOSEVELT RD B6
ROOSEVELT MEMORIAL BRIDGE B7
ROUTE 83 ..... B6
ROY CT A11
ST CHARLES RD B6
SALT CREEK RD B6
SCHILLER ST B6
SCHOOL ST A6
SIDNEY AV C6
SOUTH LANE DR C6
STANDISH LN C6
STRATFORD LN B6
SUMMIT AV B6
SUNSET DR A11
SUNSHINE DR C6
TERRACE ST A12
TERRY LN C6
VAN BUREN ST C6
VERMONT ST B6
VILLA AV B6
WASHINGTON ST B6
WAYSIDE DR B6
WESTMORE AV A6
WILDWOOD AV B6
WILLIAMSBURGH LN B6
WILLOWBROOK DR B6
WILLOWCREST DR B6
WINDSOR LN B6
WINTHROP LN B6
WISCONSIN AV B6
WOODROW ST B6
YALE AV B6
1ST ST B6
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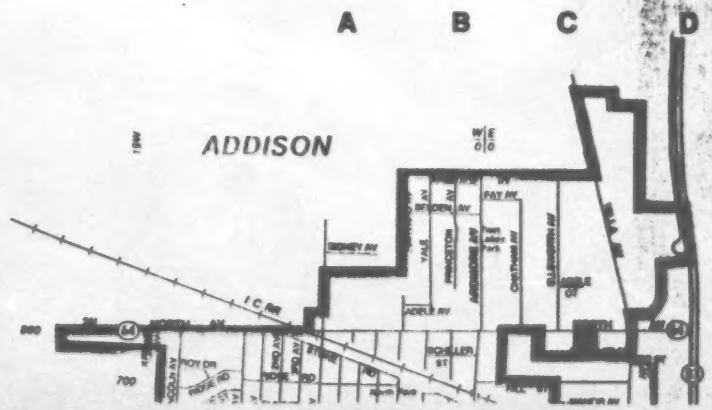
3RD ST B6
13TH ST B6
14TH ST B6
15TH ST B6
16TH ST B6



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TEL-MED

How does TEL-MED work?

It's easy! Call 696-5525. Give the volunteer operator the number of the tape you wish to hear. The tape will discuss the illness or problem in which you are interested and will give you helpful information on the subject. If you wish to hear the same tape again, or any other tape, call back and the operator will be happy to play it for you.

TEL-MED IS AN INFORMATIONAL SERVICE OF
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Lutheran General Hospital

Lutheran General's philosophy of care is "Human Ecology . . . the understanding and treatment of the human being as a whole person in light of his relationship to God, himself his family and the society in which he lives."

CALL 696-5525

FIRST AID AND SAFETY

102. Mouth to Mouth Resuscitation In A Small Child or Baby
103. Mouth to Mouth Resuscitation In the Adult Only
150. Seat Belts for Safety
60. The Power Lawn Mower - A Dangerous Tool
89. Treatment Using Cold: Ice Packs, Compresses, Baths
110. What to do When You Find Someone Unconscious

HEART PROBLEMS

29. Atherosclerosis and High Blood Pressure
65. Chest Pains - Not Necessarily a Heart Attack
21. Cigarette Smoking and Heart Disease
23. Diet and Heart Disease
63. Early Warning of a Heart Attack
27. Health and Heart Check-Ups
72. Heart Failure - What Is It?
28. How to Decrease Risk of Heart Attack
25. Hypertension and Blood Pressure
30. Living with Angina Pectoris
26. Strokes

KIDNEY PROBLEMS

1140. Blood in the Urine
1141. Kidney and Urinary Tract Infections
77. What Can be Done About Kidney Stones?

MENTAL HEALTH PROBLEMS

725. Brain Damage - The Long Road to Recovery
33. Tension - Helpful or Harmful?
81. Tics: A Child's Outlet for Anxiety
432. Upset Emotionally? Help is Available

MISCELLANEOUS

34. Anemia: A Telltale Sign of Other Problems
193. Baldness and Falling Hair
195. Bee Sting - It Can Cause Death
1185. Bite Injuries to Your Dog or Cat

MISCELLANEOUS

160. Cockroaches - Menace or Nuisance
125. Epilepsy - Facts Versus Fears
1081. Health Hints for Campers
36. Hiccups
168. How to Take Temperature, Pulse and Respiration Rate
565 Hypoglycemia
969. Infectious Mononucleosis
52. Lice: Pubic, Head and Body
46. Lumps and Bumps of Arms and Legs
825. Multiple Sclerosis
19. Nine Ways to Cut Your Medical Costs
124. Shingles
566. Sickle-Cell Anemia
61. The Meaning of Fever
1095. What to Do During a Smog Alert

OLDER ADULT

14. If You Live Long Enough, Old is What You Get To Be

PARENTING

133. Advice for Parents of Teenagers
494. Brothers and Sisters Getting Along Together
495. Discipline and Punishment - Where Do You Stand?
496. Should I Keep My Child Home From School?
497. Sport Tips for Youngsters
50. Teen Years: The Age of Rebellion
407. The Man in Your Young Child's Life
405. The Single-Parent Family
403. The Young Child's Eating and Meals: Pleasure or Problem?
51. When A New Baby Creates Jealousy
402. "Where Did I Come From, Mama?"

PHYSICAL FITNESS

1101. Exercising: Warm-Up Slowly
1083. Little-League Elbow
122. Sleep
1088. Sport Tips for Youngsters

PLASTIC SURGERY

1032. Blepharoplasty - Correction of Saggy, Baggy Eyelids
1030. Plastic Surgery: Cosmetic Surgery of the Breasts

PREGNANCY

24. Abortion
12. Am I Really Pregnant?
69. Artificial Insemination
5. Early Prenatal Care - Safeguard Yourself and Your Baby
882. Emotional Feelings After Childbirth
68. Infertility
606. Nutrition in Pregnancy
32. Unwanted Pregnancy - Where Can I Get Help?
67. Warning Signals in Pregnancy
66. What Causes Miscarriages

RESPIRATORY PROBLEMS

576. Bronchial Asthma
581. Chronic Cough
38. Flu - What We Know About It
90. Hay Fever
13. Pulmonary Emphysema - How to Live With It
582. Shortness of Breath

SKIN DISORDERS

86. Are Old-Age Freckles Dangerous?
79. Dandruff
83. Impetigo
518. Itching Skin
80. How to Check the Spread of Ringworm
82. Why the Mystery About Psoriasis?

SMOKING

21. Cigarette Smoking and Heart Disease
697. Do you Want to Quit Smoking?
699. Gimmicks to Help you Quit Smoking
695. Reducing the Risks of Smoking
700. The Effects of Cigarette Smoking on Nonsmokers
693. Weight Control While Quitting Smoking
694. Why a Women Should Quit Smoking
698. What Do You Get Out of Smoking?

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20 Energy Saving Tips for the Driver

Improve Your Driving Skills. The most important single element in determining fuel economy of a particular car is the driving technique of the individual behind the wheel. One authority declares that a careful driver should be able to get at least 30% better mileage than an average driver, and 50% better mileage than a poor one.

HERE'S OUR ADVICE:

1. **Start slowly.** Accelerate gently except when entering high-speed traffic lanes or when passing. Hot rod driving and jerky acceleration can increase fuel consumption by 2 miles per gallon in city traffic.
2. **Avoid unnecessary braking. And try to anticipate the traffic ahead.** When the traffic light far ahead turns red, take your foot off the accelerator immediately. The light may turn green again by the time you reach the intersection. If not, there's still a fuel saving. In coasting, the car's kinetic energy maintains propulsion rather than the burning of additional fuel. There is less energy to be dissipated in braking. Don't tailgate. This necessitates additional braking too.
3. **Drive at moderate speeds.** As your speed increases, so does your car's wind resistance—a big factor in gasoline mileage. Most automobiles get about 28 percent more miles per gallon on the highway at 50 miles per hour than at 70 and about 21 percent more at 55 than at 70.
4. **Drive at steady speeds.** Hold a steady foot on the accelerator as long as traffic conditions permit. On the highway, "see-sawing" or repeatedly varying speed by 5 miles per hour can reduce gas mileage by as much as 1.3 miles per gallon.
5. **Avoid unnecessary use of air conditioning equipment.** When in use, it reduces fuel economy by as much as 2½ miles per gallon.
6. **Avoid excessive idling.** The average American car consumes a cup of gasoline every 6 minutes when idling. When you stop the car, don't idle the engine for more than a minute. If you are waiting for someone, turn off the engine. It takes less gasoline to restart the car than it does to idle it.
7. **Break gas-wasting habits.** For instance, don't pump the accelerator or race the engine when your car isn't in motion. It wastes gasoline. And use the brake pedal rather than the accelerator to hold your car in place on a hill.
8. **Improve your trip planning. Join a car pool for commuting to and from work.**
9. **Plan short trips carefully.** Short trips are costly in terms of gas mileage. A vehicle started cold and driven four miles may average about 8 miles per gallon. The same vehicle warmed up and driven 15 miles may average nearly 13 miles per gallon. However, don't idle the engine to warm it (a wasteful practice). Drive slowly the first few blocks.
10. **Consolidate your driving.** Combine short shopping and commuting trips to reduce the miles traveled for each action. Patronize shops in your immediate area as much as possible to reduce mileage.
11. **Pre-plan your trips.** Figure out which route will require the least fuel. Allow for the fact that freeway driving is nearly twice as economical as driving in heavy city traffic. Travel during offpeak traffic times whenever possible. Use routes with minimum number of traffic lights and stop signs.
12. **Think economically.** If you have more than one car in your family, make the greatest use of vehicle(s) consuming the least amount of gasoline.

MAINTENANCE AND CAR CARE

13. **Get a tune-up.** Keep your car engine tuned according to the specifications given in your owner's manual. If your manual is lost, then follow this plan: Every 10,000 miles a major tune-up should be done.
14. **Check tire pressure at least once a month.** For best gas mileage and for driving on long trips with heavy loads, inflate your tires 3 or 4 pounds above the recommended pressure but do not exceed 32 psi. Underinflated tires can decrease fuel economy by as much as 1 mile per gallon.
15. **Consider buying radial tires.** Radial tires will give you from 0.5 to 1 more miles per gallon. Their initial high cost is usually paid for in fuel savings and longer tread life. Warning: Do not mix radial tires with conventional tires.
16. **Make sure your wheels are properly aligned.** An annual check is in order. Improper front wheel toe-in alignment can increase fuel use by 0.3 miles per gallon.
17. **Buy gas only when the gauge shows a quarter tank or less.** The practice of keeping tanks nearly full at all times is wasteful. Each fill-up introduces the possibility of spillage. The higher gas tank weight also adversely affects mileage.
18. **Change oil and oil filter at recommended intervals.** Dirty oil can seriously damage engine parts and cause friction and wear that rob gas mileage. A worn engine that burns oil will require more frequent tuning and get progressively poorer gas mileage.
19. **Use a good quality multi-grade (multi-viscosity) oil having an API SAE rating on the container.** Multi-grade 10W-30 and 10W-40 oils help reduce internal engine friction and give better gasoline mileage than single grade SAE 30 oils. Do not use an oil of higher viscosity than recommended in your owner's manual since heavier oils tend to increase friction and decrease miles-per-gallon efficiency. A lower viscosity oil such as 5W-30 is recommended for winter months in the northern states.
20. **Become aware of gas usage. Keep a check on miles per gallon.** That's the number of miles you get from one gallon of gas. Record the amount of gasoline added to your tank at each fill-up and the odometer reading. Miles per gallon is obtained by dividing the miles traveled since the previous fill-up by the gallons added at the last fill-up.

FUEL COSTS, IN DOLLARS, PER 15,000 MILES

The fuel cost is based upon what you would pay for fuel in 1 year if you drive 15,000 miles.

EXAMPLE: If you pay an average of $1.25 per gallon for gasoline and your car averages 16 miles per gallon, your annual fuel cost for 15,000 miles is $1,172. On the other hand, if you drive a car that gets 28 MPG, your annual cost for fuel, at the same $1.25 per gallon price, would be only $670.

ESTIMATED MPG	COST PER GALLON							
	$1.50	$1.45	$1.40	$1.35	$1.30	$1.25	$1.20	$1.15
50	$ 450	$ 435	$ 420	$ 405	$ 390	$ 375	$ 360	$ 345
48	469	453	438	422	406	391	375	359
46	489	473	457	440	424	408	391	375
44	511	494	477	460	443	426	409	392
42	536	518	500	482	464	446	429	411
40	563	544	525	506	488	469	450	431
38	592	572	553	533	513	493	474	454
36	625	604	583	563	542	521	500	479
34	662	640	618	596	574	551	529	507
32	703	680	656	633	609	586	563	539
30	750	725	700	675	650	625	600	575
28	803	777	750	723	696	670	643	616
26	865	837	808	779	750	721	692	663
24	936	906	875	844	813	781	750	719
22	1,023	989	955	920	886	853	818	784
20	1,125	1,088	1,051	1,013	975	938	900	863
18	1,250	1,208	1,167	1,125	1,083	1,042	1,000	958
16	1,406	1,359	1,313	1,266	1,219	1,172	1,125	1,078
14	1,607	1,554	1,500	1,446	1,393	1,339	1,286	1,232
12	1,875	1,813	1,750	1,688	1,625	1,563	1,500	1,438
10	2,250	2,175	2,100	2,025	1,950	1,875	1,800	1,725
8	2,813	2,719	2,625	2,531	2,438	2,344	2,250	2,156

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THINGS TO DO IN DUPAGE COUNTY WITH YOUR CHILDREN

OBJECTIVES

1. The student will locate places of interest on a map of the county.
2. The student will identify free or cheap places to go with children in DuPage County.
3. The student will visit a place mentioned in the unit.

GRAMMATICAL FOCUS

1. Answering questions
2. future tense using will/going to
3. selected idiomatic expressions
4. use of appropriate prepositions in identifying locations
   Example: on Gary Avenue in Hinsdale

LESSON NOTES

1. Dialogue: Do not distribute units until after the dialogue has been modeled and pronounced by the students and the cloze and reading exercises have been done. Then let students practice the dialogues with a partner. Circulate and help students who are having difficulty. Then ask for some volunteers to perform for the rest of the class.

2. Let students write out the answers to the questions on page 3. Check to make sure answers are correct. Then circulate and listen while students practice the expressions with a partner.

   For extended practice, put a list on the board of other places in the Chicago area where students could go. Go around the room with a substitution drill. In addition to use with places to go, the expressions at the top of the page could be used for other statements. For example:

   I'm hungry
   It's really hot today.
   " " cold "
   " " windy "
   " " rainy "
   Let's go out for dinner.
   " " " shopping.
   " " water skiing.
   " " hiking.

   . . . etc.

   Practice some of these expressions with students. The teacher says, "I'm hungry" and students choose an appropriate response from the top of page 3.

3. On page 4 are five short dialogues describing places to go in DuPage County with directions on how to find each one. After students have listened to each dialogue and answered the

(OVER)

questions on page 5, distribute maps of the DuPage County Forest Preserve system to each student. Have students locate each of the places mentioned in the short dialogues. Then ask students the following questions:

Have you ever been to _____ (this spring)? (this year)?

Yes, I have/No, I haven't.

When are you planning to go to _____?

I'm planning to go _____.

(or) I'm going _____.

4. Encourage each student to choose to visit one of the places mentioned in the lesson before the next class meeting. Explain that you want students to be able to talk about what they saw at the next class. Ask each student to complete the information form on page 6.

PAGE 1

UNIT 13

THINGS TO DO IN DUPAGE COUNTY WITH YOUR CHILDREN

Mrs. Peter: I'm so glad the weather is getting warmer.

Mrs. Szlamer: Me too!. Finally, the kids can play outside again.

Mrs. Peter: I know, but in about a month they'll start complaining that they're bored.

Mr. Szlamer: So true. We should plan things to do with them in the months ahead.

Mrs. Peter: That's a good idea. Let's plan cheap things to do, though.

Mrs. Szlamer: Cheap? Free is what I had in mind.

Mrs. Peter: Free? That's even better.

UNIT 13

CLOZE: Listen to the dialogue. Write in the words that are missing.

Mrs. Peter: I'm so glad the _____ is getting better.

Mrs. Szlamer: Me _____ ! Finally, the kids can _____ outside again.

Mrs. Peter: I know, _____ in about a month _____ start complaining that they're _____.

Mrs. Szlamer: So true. We should _____ things to do with _____ in the months ahead.

Mrs. Peter: _____ a good idea. Let's plan cheap things _____ do, though.

Mrs. Szlamer: Cheap? Free _____ what I had in _____.

Mrs. Peter: Free? That's even _____.

COMPREHENSION: Read the statements below. Mark + for true statements and 0 for false statements.

1._____ Mrs. Peter and Mrs. Szlamer are talking in the month of January.

2._____ The children are playing outside.

3._____ The children are bored.

4._____ The mothers want to plan things to do with their children.

5._____ The mothers don't care about how much money they spend on things to do with their kids.

UNIT 13

Expressions to practice with a partner.

Me too!

So true.

That's a good idea.

Free is what I had in mind.
Substitute cheap, a picnic, a walk, Dispensa's for free.

That's even better.

Respond to each statement below using one of the expressions.

1. A. Let's go to Graue Mill.

   B. _____

2. A. I want to go swimming at Blackwell Forest Preserve.

   B. _____

3. A. Cosley Park is really crowded today.

   B. _____

4. A. What do you want to do tomorrow?

   B. _____

5. A. Let's go to Morton's Arboretum instead of Cantigny.

   B. _____

6. A. How about a bicycle ride on the Prairie Path?

   B. _____

UNIT 13

1. A. What is Cosley Park?

   B. It's a children's petting zoo in Wheaton.

   A. How much does it cost?

   B. It's free.

   A. Where is it located?

   B. On Gary Avenue, just south of Jewel Road.

2. A. Let's go bike riding on the Prairie Path.

   B. What's that?

   A. It's a bike trail that runs from Elmhurst to Wheaton and then north to Elgin and south to Aurora.

   B. Where is it?

   A. Along the old Aurora and Elgin railroad tracks.

3. A. What's Graue Mill?

   B. It's an old mill and museum from the 19th century.

   A. What's so special about it?

   B. You can see how corn used to be ground and you can tour a museum.

   A. Where is it?

   B. In Hinsdale just north of Ogden Avenue off of York Road.

4. A. I've heard so much about Blackwell Forest Preserve. Where is it?

   B. On Butterfield Road near Warrenville.

   A. When is it open?

   B. All year round.

UNIT 13

A. What can you do there?

B. Everything; swim, ski, toboggan, camp, sail, hike, picnic. You name it.

5. A. Have you seen the flowering trees at Morton's Arboretum in Lisle?

B. No. But I've seen the bushes at Lilacia Park.

A. Where's that?

B. In Lombard.

A. What's so special about Lilacia Park?

B. There are over 300 kinds of lilacs and 75,000 tulips.

Answer these questions. Use short answers.

1. Where's Cosley Park? _____
2. Where's Lilacia Park? _____
3. Where's Blackwell Forest Preserve? _____
4. Where's Graue Mill? _____
5. Where's Morton's Arboretum? _____

How much does it cost?

Ask a partner how much it costs to go to the places listed below.

How much does it cost to go to:

Cosley Park	It's free.
Morton Arboretum	It's $1.00 a car.
Cantigny Park	It's free.
Lilacia Park	It's free except during Lilac Week.
Blackwell Forest	It's $2.00 a car.
Graue Mill	It's $1.50 a person.

Answer the following sentences and bring this paper to class with you next week.

1. What did you visit? I visited _____

_____.

2. When did you go? I went on _____
day

at _____.
time

3. Who went with you? _____

_____ went with me.

4. What did you see? I saw _____

_____.

5. What did you do? I _____

_____.

6. What did you like best? I liked _____

_____.

7. Did you take any pictures? _____ I _____(n't).

8. Would you go _____ again? _____,

I _____ (n't).

9. Would you tell your friends to go to _____

_____? _____, I _____(n't).

THINGS TO DO WITH YOUR CHILDREN IN DUPAGE COUNTY - PART II

OBJECTIVES

1. The student will locate places of interest on a map of the county.
2. The student will plan a visit to a place of interest in the county.
3. The student will be able to give directions to places of interest in the county.

GRAMMATICAL FOCUS

1. future tense using will/going to
2. answering questions
3. use of appropriate prepositions in locations (on, at, at the intersection, of, in)

LESSON NOTES

1. Before you begin this unit, remind students to bring their maps of DuPage County to school with them.

   Model Conversation #1 before distributing the units. Write Stacey's Tavern, Naper Village, and Lizzadro Museum of Lapidary Art on the blackboard if anybody in class has been to any of the three places. Give some background information about each one:

   Stacy's Tavern, 557 Geneva Road, Glen Ellyn, was once a stop-over point for stagecoaches that ran from Chicago to the Fox Valley, Rockford and Galena.

   Naper Village in Naperville consists of old buildings that have been restored and preserved and are adjacent to the Martin Mitchell Museum.

   Lizzadro Museum of Lapidary Art, 200 Cottage Hill, Elmhurst, has a fine collection of precious and semiprecious gems.

   Ask students to see if they can locate each of the above mentioned places on their maps of DuPage County or draw a map of the county on the blackboard.

2. Model the conversation again and then distribute the units. Instruct students to fill in the missing words in the cloze exercise and to answer the comprehension questions. When everyone has completed both exercises, review the answers orally. Model the conversation a third time and then have students repeat each line in unison. Ask for some volunteers to "perform" for the rest of the class. Then let students go through the conversation again with partners while you walk around listening to pronunciation.

(OVER)

3. Discuss the two different ways of indicating future: will/going to. If it is necessary to review function of auxiliaries when asking questions, do so at this time.

   Model each question and answer. Repeat. The second time have the students say each line in unison. Then ask for some volunteers to go through each group of questions. Finally, students should practice the questions and responses with a partner.

4. As an additional map reading exercise and orientation to the major thoroughfares in the county, students should be directed to find forest preserves and other places of interest on the map. For example, ask, "How do I get to Morton Arboretum from Villa Park?" "You should go west on Roosevelt Road until Route 53, then go south on Route 53." It might be necessary to review directions before this exercise begins. Continue asking directions until students are comfortable answering; then have them take turns asking each other for directions.

5. Students should complete the outing planning regardless of whether or not they intend to go on an outing. However, try to encourage as many people as possible to visit some of the places mentioned in the last two lessons.

CONTINUING EDUCATION PROGRAM

DUPAGE HIGH SCHOOL DISTRICT 88

1250 South Ardmore Avenue
Villa Park, Illinois 60181

ELIZABETH A. WATSON, DIRECTOR

SPECIAL PROJECT

ESL FOR PARENTS OF SCHOOL-AGE CHILDREN

1980-1981

UNIT 14

THINGS TO DO IN DUPAGE COUNTY
WITH YOUR CHILDREN

PART II

Mrs. Kay: What are you going to do this weekend?

Mrs. Maki: Oh, we are going to visit some museums in DuPage County.

Mrs. Kay: Oh really? Which ones?

Mrs. Maki: Stacy's Tavern in Glen Ellyn, Naper Village in Naperville, and the Lizzadro Museum of Lapidary Art in Elmhurst.

Mrs. Kay: Are you going to do all that in one day?

Mrs. Maki: No, of course not. On Saturday we're going to Elmhurst and on Sunday to Glen Ellyn and Naperville.

Mrs. Kay: It still sounds to me like too many places to go in one weekend.

Mrs. Maki: Maybe, but my family keeps telling me they're bored on weekends, so I've decided to give them something to do.

Mrs. Kay: Well, let me know how it all turns out.

Mrs. Maki: I sure will!

PAGE 2

UNIT 14

CLOZE: Fill in the missing words of the conversation you just listened to.

Mrs. Kay: What are you _____ to do this weekend?

Mrs. Maki: Oh, we are going to _____ some museums in DuPage County.

Mrs. Kay: _____ really? Which ones?

Mrs. Maki: Stacy's _____ in Glen Ellyn, Naper Village in _____, and the Lazzadro Museum of Lapidary _____ in Elmhurst.

Mrs. Kay: _____ you going to do _____ that in one day?

Mrs. Maki: _____, of course not. On _____ we're going to _____, and on Sunday to Glen Ellyn _____ Naperville.

Mrs. Kay: It still sounds _____ too many places to _____ in one _____.

Mrs. Maki: Maybe, _____ my family keeps on _____ me they're bored on _____, so I decided to _____ them something to do.

Mrs. Kay: _____, let me know how _____ all turns out.

Mrs. Maki: I sure _____!

PAGE 3

UNIT 14

Comprehension: Answer in complete sentences the following questions about the conversation you listened to.

1. What is the Maki family going to do this weekend? _____

2. Where is Stacy's Tavern? _____

3. How many museums will the Maki family visit on Sunday?

4. Does Mrs. Kay think Mrs. Maki's plans sound like a good idea?

5. Why is the Maki family going to be so busy this weekend?

6. Is Mrs. Kay interested in finding out how the weekend went?

PAGE 4

UNIT 14

*Future can be shown in two ways: use going to or will.
Example #1. I'm going to go shopping tonight.

Example #2. We will go shopping tonight.

Practice the following questions and responses with a partner.

PART I

1.	What are you going to do this weekend?	I'm going to go bicycle riding.
	Where are you going riding?	On the Prarie Path.
2.	What are we going to do tomorrow?	We're going to go sailing.
	Where are we going sailing?	At Blackwell Forest Preserve.
3.	What is he going to do on Saturday?	He's going to go fishing.
	Where is he going fishing?	At Herrick Lake.
4.	What is she going to do on Sunday?	She's going to go hiking.
	Where is she going hiking?	At Fullersburg.
5.	What are we going to do on Memorial Day?	We're going to go camping.
	Where are we going camping?	At Blackwell Forest Preserve.

PART II

6.	What will we do tomorrow?	We'll visit Stacy's Tavern.
	Where is it?	At the intersection of Geneva Rd., St. Charles Rd., and Main Street Glen Ellyn.

PAGE 5

UNIT 14

7. What will you do on Sunday?	I'll tour the Lizzadro Museum of Lapidary Art.
Where is it?	On Cottage Hill just north of St. Charles Road in Elmhurst.
8. What will he do next weekend?	He'll explore the Naper Settlement.
Where is it?	At the corner of Aurora Avenue and Webster, just north of Naperville Central High School.
9. What will they do on May 17th?	They'll attend the Lilac Parade.
Where is it?	On Main Street in Lombard.

Plan a family outing for this coming weekend. Complete the planning guide below before you leave.

1. Where are you going to go? _____

_____

_____

2. What day are you going to go? _____

_____

3. What time are you going to leave? _____

_____

4. What time do you expect to return home? _____

_____

PAGE 6

UNIT 14

5. Who will be going on the outing? _____

_____

_____

6. Do you know how to get there? _____

_____

_____

7. Will you be eating any meals away from home? _____

_____

_____

8. Will you need to bring any food with you or will you eat out?

_____

_____

9. If you are going to bring food, what will you bring? _____

_____

_____

10. Do you need any special equipment for the day? _____

_____

_____

11. If you need any special equipment, what will you need? _____

_____

_____

PAGE 7

UNIT 14

12. Will your outing cost money? _____

If so, how much money will you need? _____

_____

*NOTE:

After you have gone on your outing, write a paragraph telling where you went, what you did, and how you liked the activity.